TAMIL
AN INTENSIVE COURSE

V. I. SUBRAMONIAM
V. VEERASWAMY

NATIONAL RESEARCH PUBLISHING COMPANY
KAZHAKUTTAM - TRIVANDRUM.

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PUBLISHER

National Research publishing Company is recently established with a view to publish the most Modern developments in research. We are happy to place before you this booklet which is designed under the 'cognate method of teaching' by the Department of Linguistics, University of Kerala. When campared to many other methods in language teaching the principle underlying the 'cognate method' is quite controversial in India as well as abroad. But it has proved its effectiveness over the other methods.

National Research Publishing Company is glad to announce its proposed monthly 'TRUTH' A journal of developmental research from the academic year 1973-74.

ACKNOWLEDGEMENT

The book Tamil-an Intensive Course is part of the Cognate language teaching programme implemented by the Department of Linguistics, University of Kerala. The management of the F. A. C. T. through an accident came to know about the availability of the teaching material in the Department of Linguistics and offered to send a set of Sales Officers for a trial course to test the effectiveness of the teaching material. The University of Kerala agreed to accept the offer. The first trial course in Kannada in 1970 being successful, the F. A. C. T. agreed to sign a contract with the University of Kerala to conduct courses for about one hundred and fifty Sales Officers in the four languages of the South-Malayalam, Telugu Tamil and Kannada. It has also advanced thirty five thousand Rupees to the University of Kerala for setting up a language laboratory for effective conduct of the drill. Thus a compulsion was available to offer the courses and to perfect the teaching material because of the generosity of the F. A. C. T. The lessons for Telugu by N. Sivarama Murty and for Malayalam by A. P. Andrewskutty have been already issued in book form. Since the course in Tamil is repeatedly sought after by the management it is now issued in a book form.

When the method for these courses were spelt out by me, K. KuRRaalam then a Research Scholar in the Tamil Department carried out the indexing of the news papers in Tamil. He had to leave the work in the middle. When a course in Tamil was requested by the F. A. C. T. in 1972, V. Veeraswamy undertook to analyse the material already collected, and to prepare the lessons,and exercises.His experience as a teacher in the High School classes and in the post-graduate classes in Tamil has helped him immensely in completing his portion. The resposibility for preparing the portions on grammar, script, and pronunciation fell on me and I am conscious of the limitations. The thirty Sales Officers with whom the course material was tested in three successive courses so far, have contributed sizably for the clarity of exposition. When the proof was read by me I also found that the portion on grammar is quite sketchy: and the part on pronunciation is very minimal allowing the instructor in phonetics

to programme his course as freely as possible. These need to be and will be corrected as soon as the project sanctioned by the NCERT Delhi for 'further Testing of the Cognate Method' is implemented in the Deparment of Linguistics. An extension of of this method to the teaching of Hindi proposed by the Ministry of Home Affairs, Government of India will enable me to augment further the method.

Until then it is hoped that this book which is more a first draft will serve the immediate needs of the rapid learners of Tamil. To the above noted Institutions and to the University of Kerala I am most grateful for providing the necessary facilities for carrying on this project. I am thankful to Mr. Nacimuthu who read the Tamil proof.

V. I. SUBRAMONIAM

Principal Investigator

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CONTENTS

PREFATORY REMARKS

India has a live problem of languages. With 1016 classified and 514 unclassified languages spoken in India according to the 1961 Census, this problem is likely to assume an unmanageable proportion as time advances.

For politicians the linguistic problem will yield an unfailing return as long as the electorate are conscious of their language rights. A government which functions in a language alien to the electorate is likely to be misrepresented and misunderstood. There is no approvable substitute for the mother-tongue for transaction in government and educational institutions, even though, the mother-tongue of the electorate is an undeveloped and unwritten language. A recent experimental proof that native American children who were taught in Spanish showed a lower I. Q. than those who studied in their mother-tongue, has settled once for all the fact that teaching through the mother-tongue, however rudimentary that language might be in the developmental scale is superior to teaching through a foreign, though developed language.

The recent controversies over the language question in India have served as a pointer that the people will not be content to accept any solution other than the use of the mother-tongue in government and educational institutions even if the number of speakers of a language may not be sizable. The success of the Swiss experiment to introduce German and French spoken by ninety per cent of the population and Italian spoken only by six per cent for transactions in government and educational institutions and of the Russian experiment in which the local languages have been used as the languages of the various Republics, which number about two hundred and Russian as the link language for all the Republics is pointed out by them in support of their stand. Though the formation of the linguistic states has pacified for a short while the demand for separate states on the basis of

language, the recent demands for further division of the country have also as reason, the existence of another language or other languages. This in some cases is overtly mentioned as in the case of the Punjab and Haryana. In Telengana it is covertly stated. This demand for division will continue as long as the linguistic culture plays a dominant role in the outlook of the people. The only remedy is to devise a scheme by which all languages of the people are recognised as the language of the government at the Centre and States, as well as the medium of instruction in the educational institutions. Such a proposition, appears to be ideal; but, will it be practicable ? Technical advances registered in recent years have made the proposition not too difficult to achieve. I mean here the efforts to automatize translations, and the improved methods of teaching languages. Even with the existing resources we can improve the method of teaching in India so that, languages are learnt within a limited time, and learnt thoroughly.

The machine translation projects actively pursued in U.S.A., U.K., U.S.S.R. etc., face several difficulties due to the complexity of the language mechanism. Occasionally pessimistic prophecies are whispered. In spite of all these, energetic groups are working hard with optimism. Whether or not the automatic translation is going to be a viable business proposition, its academic gains, even at this stage are indisputable. The bilingual dictionaries and grammars and the refinement in linguistic methods they have brought, are some of them. Not a day is too early to prepare for Indian languages dictionaries and grammars which are oriented towards machine translation and to popularize computer technology in linguistic coding.

The second suggestion on the improvement of teaching is an urgent necessity which can be attended to immediately. The present system of teaching languages occupies one fourth of the working hours of the children in Kerala in the Primary School stage, one third in the High School level, a little over half at the Pre-Degree stage and one third in the graduate level. Over five full academic years out of fifteen are spent in learning languages. In spite of these long years of schooling, the percentage of pass

in English is about 40. In the mother-tongue it is between 70 and 80. Besides the wastage in the form of failures, the standard acquired in languages, especially in English, by the candidates who have passed the examinations is not worth mentioning. An effective method of teaching will not only attract more students to learn languages but minimize the wastage involved in the present system.

The method of teaching proposed in the following pages has grown out of a personal experience of learning quickly languages which are related to each other. A few trial courses have proved beyond doubt the validity of the method. An experimental course conducted simultaneously for the three languages will help in modifying points which are not yet certain and to confirm propositions that are yet to be confirmed.

A blue-print detailing the various aspects of the project and seeking the support of the University of Kerala for a grant of Ten thousand Rupees only for testing this method was submitted by the Principal Investigator on 2-11-1967. The Registrar, University of Kerala, promptly forwarded the proposal to the Secretary, University Grants Commission, New Delhi, who in a reply advised the University to submit the proposal to the Ministry of Education, Government of India, New Delhi. The Ministry in turn pleaded its inability because the scope of the project does not fall under its purview for a grant. Meanwhile, B. B. Rajapurohit, N. Sivaramamurthi and A.P. Andrewskutty showed an unusual interest in the proposal and agreed with me to complete the grammar, lexicon and the lessons before making a fresh move for a grant to run a trial course, in spite of their heavy commitments in teaching and research. K. Kuttalam Pillai, who had agreed to work on the preparation of the Tamil lessons could not proceed further in his work after completing the word index, due to unexpected commitments.

When the work was in progress, the group of investigators met atleast once in a week and discussed the problems in segmentation and analysis, difficulties in formulating statements, framing

lessons etc. A complete record of the proceedings of the meetings was meticulously kept by B.B. Rajapurohit who acted as the Secretary for the project. Along with him N. Sivaramamurthi and A. P. Andrewskutty cheerfully bore the brunt of implementing rigorously my proposals which were formulated theoretically. They also saw to it that the preliminary draft was completed in time. To the three investigators and to the authorities of the University of Kerala, I am immensely grateful for their help and continued support. To the Editors of Kerala Kaumudi, Mathrubhumi, Dinamani, Swadesamitran, Andhraprabha, Andhrabhumi, Prajavani and Samyukta Karnatak, I am thankful for their ready consent to make use of materials from their papers for this project.

V.I. SUBRAMONIAM

INTRODUCTION TO THE METHOD

Any human being who speaks a language should have been a learner as well as a teacher, consciously or unconsciously. If the language is his mother-tongue, he learns it in his early childhood from his parents, siblings, and members of his society, and teaches it in his adulthood to his fellow beings of his village. If he knows another language its learning will have been more systematic than that of his mother-tongue. His experience in learning languages grows in proportion to the number of languages spoken by him. Learning a language, thus, is an experience shared by all members of the society. This has enabled every one to evaluate and criticise any hypothesis formulated for learning. This again is the reason why any of the existing hypotheses do not completely satisfy any learner.

COMPLEXITY IN LFARNING LANGUAGES

The factors involved in learning a language are many. The language proneness of the individual, his motives in learning, the teacher and his method, the lessons, the opportunities one gets in life by learning a language etc., are a few. Because of the involvement of complex-in some cases contradictory - factors, 'no one educational method is a cure all'. (1)

LEARNING OF MOTHER TONGUE AND OTHER LANGUAGES

Learning ones own mother-tongue and learning a language in addition to the mother-tongue are two related areas of learning with a difference. In learing once own mother tongue, interference of any other language is non-existent. In learning another language interference of the mother-tongue in the process of learning is a factor to be reckoned with. In the first, only

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(1) 'A Guide to Programmed Instruction' by Jerome P. Lysaught and Clarence M. Williams, John Wiley and Sons., Inc., New York, London, 1963. p. 20.

acquisition of a language is involved. In the second, in addition to acquisition, restraint of the mother-tongue is also involved. The number of languages learnt increases the efforts of restraining the languages already learnt, while acquiring a fresh language. The same method of teaching can be employed for both types of learning.

METHODS OF TEACHING

Among the methods adopted in teaching languages one is the grammar- translation method. This involves the grammatical analysis of the language taught, and the categories of grammar being defined in general terms with reference to meaning. The mother-tongue of the student is extensively used in teaching the foreign language through this method. Opposed to this is another method, the direct method, which abhors the use of the mother-tongue while teaching another language. Practitioners of this method engage the pupil in conversation and supply meaning by referring directly to objects and picture charts. They make signs or act out the meaning of sentences in order to make the students understand their significance. Grammar is used by some. Others give little importance to it. None of its followers use the grammatical analysis of the native language.

A third method now gaining popularity is the audio-lingual method which admits the use of the mother-tongue to supply meaning to the students. At the same time, it insists on memorizing dialogues and stories. Writing and reading are not used during the initial phases of instruction. Grammatical exercises, drills and changes in sentence patterns by substitution, are practised in this method. (2)

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(2) a. 'Foreign Language Learning', Robert L. Politzer, Prentice Hall Inc., Englewood Cliffs, New Jersey, 1965, pp. 11-12.

b. Chapters 5 and 9 in 'The Linguistic Sciences and Language teaching', M. A. K. Halliday et al, Longmans, 1966.

The first and second method are opposed to each other while the third one, the audio-lingual method largely is a compromise.

UNIVERSALS IN LANGUAGES

The Transformational approach to lingustics, in particular has brought to the fore (1) the innate knowledge of rules in every human being which constitute the grammar of any language, (2) the analysis of all sentences in a language in terms of deep structures which are abstract representations of underlying conceptual categories and patterns which are converted into surface structures by the application of transformational rules and (3) many aspects of deep structure and many types of transformational rules and other formal features are universal for all languages. (3)

COMMONNESS IN COGNATE LANGUAGES

Though the theoretical stance of the transformationists is quite nebulous and their achievements over stressed,there is little doubt that languages belonging to the same family share more commonness than the unrelated languages. The closeness between the related languages increases according to the time of separation of each language from the family—the recent ones being much more closely related than those which separated from the family earlier. Time depth increases the complexity of member languages. Historical Linguistics has demonstrated beyond reasonable doubt that if two languages are related they share common phonological, morphological, syntactic and semantic features due to common inheritance. Variations between them are due to contacts with other languages or due to internal developments. The area of commonness will be more, if the time

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(3) 'Learning a Language in the Field: Problems of Linguistic Relativity', J.C. Catford, University of Michigan, Modern Language Journal, Vol. LIII, May, 1969, Number 5, p. 310, as cited in 'Aspects', Noam Chomsky, Mass, M,I.T, Press, 1965, pp. 51—58,

of separation of the two languages is recent. It will be less if the time depth is longer. Learners of these languages exploit the areas of commonness to their advantage and acquire easily the other language. The relationship between the two cognate languages is similar to that of dialects in a single language. Any speaker of a dialect can acquire easily another dialect of the same language because of their commonness. If the members of a family of languages are spoken in an area for a considerable length of time with common contacts and political history, their differences on that count will be negligible.

PERSONAL EXPERIENCE

All four members who worked in the project have different language backgrounds. V. I. Subramoniam's mother-tongue is Tamil. B. B. Rajapurohit is a Kannadiga. N. Sivaramamurthi speaks Telugu as his mother-tongue. Malayalam is the mother-tongue of A. P. Andrewskutty. But learning Malayalam or Kannada or Telugu for a Tamil speaker was comparatively an easier experience than learning Russian or German. This experience shared by all members has been exploited for teaching purposes.

TIME DEPTH AND CONTACTS

The four major languages have a time depth ranging from 1000 to 3300 years: Tamil-Malayalam, 10th Century. A. D.: Tamil-Kannada, 4th Century A. D.: Malayalam-Kannada, 3rd Century A.D.:Kannada-Telugu,9th Century B.C.Tamil-Telugu 10th Century B.C.:and Malayalam-Telugu, 13th Century B.C.(4) Their history of contacts was also similar. Sanskrit, Prakrit and Pali were the early sources of borrowing for all the four languages. From historic times, they were spoken in an area in which they are now spoken, with boundaries which have remained almost unchanged. These factors have added to the easiness in comprehension and learning of these languages.

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(4) Lexicostatistic Analysis of the Chronology of the Disintegration of Proto-Dravidian, M. Andronov, Indo-Iranian Journal, Vol.VII,1964 Nos.2 and 3,Mouton, Holland, p.179

Learning and retention

Learning and retention are two factors seldom separated in language teaching. Motives such as instrumentation and integration help in the retention of the languages learnt, because of the needs they create in life. (5) Besides these, a causal explanation offered to a problem in a language enables especially the adults to retain that fact for a long time to come. Cognate language analysis provides explanations which will help the learner to remember facts of a language for a considerable length of time.

Delimitation of the goal

The goal of all language learning is to acquire a native like command of both the spoken and written varieties of the language. Such a goal is sizable and unachievable within the limited period of time which a learner normally spends in learning. The availability of dialects–regional and communal–complicates the learning in all languages. The literary language, if spoken, will bring forth a response of derision from the folks. Their replies will be hardly understood by the students of that language. A standard colloquial in the above said Dravidian languages is non-existent, which further complicates the problems of learning. Limitation of the goal, and finding an alternative for the standard language are the two necessary steps for all language teachers in South India.

The Newspapers with a large circulation can be assumed to adopt a variety of language which is understood by the masses in that language area. The language of the Newspapers for practical purposes is a colloquial standard because of their circulation among a large number of the native speakers. Learning to comprehend, read, speak and write the Newspaper-language is the goal set for the course which will run for a period of four weeks only.

Childhood learning and adult learning

In childhood, learning is believed to be easy. Though experimental data have not enabled to confirm or reject this hypo-

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(5) Learning a langaage in a Field—J.C. Catford, Modern Language Journal Vol. LIII, May 1969, No. 5, p. 315.

thesis, it is accepted that children have a pre-puberty biological pre-disposition which enables them to achieve fidelity in pronunciation. (6) Adults on the other hand can listen intensely and comprehend more quickly than children. Memorization will be difficult for adults, whereas explanatory clarifications enable them to remember the facts of language for a long time. Substitution and generation of language forms are easier for them to handle than for children. The learners to be experimented in this project will be adults of the age bracket of 20–30.

COMPARING OTHER METHODS

The cognate methed detailed above is principally useful in selecting words, phrases and sentence frames for lessons. To a limited extent this can be used also in explaining difficult vocabulary items or points of grammar.

Since all parallel items in phonemics, grammar and semantics of two related languages are pressed into service in this method it does not sift the inherited from the borrowed items in languages as is done by the comparative grammarians. Unlike contrastive grammarians who describe the two languages and match them, this method emphasizes the framing of statements and rules which are common to the related languages or are applicable to the data sound in the related languages. Commonness is its keynote. Exploitation of the Commonness is its outlook. If a teacher has any partiality for the Grammar-translation method or the Audio-lingual method he is at liberty to make use of one or more methods in presenting the lessons prepared on the basis of this method. In that sense this method is accommodative.

SHORT-COMINGS IN THIS APPROACH

(a) Newspaper seldom use certain fundamental vocabulary items like first and second person pronouns. This defect has been overcome by supplying such vocabulary items to the corpus

(6) 'The optimal Age to Learn a Foreign Language', James J. Asher and Ramiro Garcia, Modern Language Journal, Vol, LIII, May, 1969 No. 5, p. 335,

but listing them within brackets in the Dictionary. The News-papers often make use of vocabulary items which are not deep rooted in the language, but are popular for a period of time and forgotten after that. Chances of such items entering the lessons have been minimised because of the preference shown to words which occur in more than one language.

(b) The similarity in sounds in related languages will be a liability rather than a help because of the experience of learners to be easily mislead by similar sounds. Experience has shown that the learner will be tempted to substitute the native sounds wherever their counterparts occur in the new language. But no two languages can have a sound system which can be considered as entirely different. Universal distinctive features in languages so widely apart structurally and geographically confirm that similarity of sounds is a factor available in all languages. When sounds are similar, the learners should be adequately cautioned against the possible errors rather than avoiding them. In related languages the difference in pronunciation ,and the difference in distribution of similar sounds are comparatively less. Therefore this point cannot cause much difficulty for learners.

(c) All rules of conversion of one related language to another have to be remembered by the learner if this method is to be successful. This will be time-consuming and will be unnecess-arily burdensome because the learner has to remember rules which may not be immediately needed for this purpose. Con-version rules in any method have to be learnt overtly in the grammmar-translation method and covertly in the direct method. They cannot be eliminated in learning any language through any method. But in this method, new rules are fewer and are learnt quickly becauae the starting point of learning is the common rules found in the related languages.

(d) Another important criticism against this method is that it will be useful in learning only related languages belonging to a family. For learning languages other than the related ones, this method will be of little use. Satisfactory achievement of

this end is in itself a major step in language learning. Besides, the experience gained in adopting this method can be utilized for exploiting the universal categories found in unrelated languages for the purpose of teaching.

(e) Yet another theoretical objection, not so strong now, as it was during the Post-Bloomfieldian days is mixing history in describing a language. When function determines the form of the grammar, this theoretical objection deserves little cognizance.

PREPARATION OF MATERIAL FOR TEACHING

COLLECTION OF NEWSPAPERS

The daily issues of Newspapers published from two important cities in the four States, one in the southern region and the other in the northern area, were collected from 1-11-1967 to 4-11-1967. For Malayalam, issues of Kerala Kaumudi published from Trivandrum,the southern city in Kerala, and Mathrubhumi published from Calicut the northern city of Kerela were collected. For Tamil,Dinamani pnblished from Madurai, the southern city, and Swadesamithran published from Madras, the northern city of Tamilnadu, were gathered. The Vijayawada edition of Aandhraprabha and Aandhrabhumi from Secundrabad were collected for Telugu. For Kannada, Prajavani and Samyukta Karnatak published from Bangalore and Hubli respectively were filed.

INDEXING

Out of two Dailies for this preliminary draft, only one issue each of the four languages were word-indexed. The issue of Kerala Kaumudi dated 3-11-1967, the issue of Dinamani dated 3-11-1967, Aandhraprabha dated 3-11-1967 and Prajavani dated 3-11-1967 were indexed thoroughly and the list of words was written with meaning. The phrase and sentence frame indexes were also prepared.

GRAMMAR AND LEXICON

A grammar for each language was prepared on the basis of the indexes. For phonology, the pronunciation of the investi-

gator who is a native speaker of the language concerned was taken as the basis for analysis. In all aspects of grammar and phonology, statements which will accommodate the facts found in the four languages are more preferred than narrow statements coverning occurrences in a single language. This in some instance, appeared to be a bit artificial. But on second thought, it was found to be beneficial and easy to state. Several grammatical possibilities which were hidden in the four languages were made clear, by this type of analysis. The common items in phonology, morphology and syntax were listed along with the items which differ from each other. The frequency of words and the percentage of tatsama and tadbhava were also calculated for each language. On the basis of syllables, the words were sifted, as monosyllables, disyllables, tetrasyllables etc. A dictionary consisting of the words with their meanings was compiled.

LESSONS

The common items in phonology, grammar and semantics were utilized to construct the initial lessons. Complexities were introduced in the succeeding lessons. In general the subject matter of each lesson was common for all the four languages. The common construction patterns were utilized fully. Whenever the subject matter of a lesson needed vocabulary items which were not found in the index, new, but probable words were introduced which were explained later. But such items were few in number.

LESSON AIDS

Each lesson was appended with a lesson aid in which the grammatical explanation, cultural details etymological informations with conversion rules in phonology and grammar, the meaning changes if any, indigenous and loan words, the conversion rules for loan words, exercises, pronunciation drills, patterns etc., were included. The grammatical informations were graded and were introduced gradually with cross references in order to avoid monotony. The aim of introducing lesson-aids was to minimize the task of the teacher. The lessons with their aids will be self-explanatory and the need for a teacher will be confined to the teaching of pronunciation.

Duration of the course

The lessons have been shaped for a course running for four weeks. In each week five to six lessons are covered.

The lessons to be covered in the first week contain a vocabulray of a thousand items.

In the second week five hundred additional vocabulary items are introduced. In the third week seven hundred and fifty additional items and in the fourth and final week another seven hundred and fifty items of vocabulary are added. The total vocabulary introduced will be about three thousand.

Speaking and writing

In the first week pronunciation and intonation patterns are taught and practised with the help of a native speaker and tape recorders

In the second week, the details of the scripts and their commonness are discussed in the class room. Practices in identifying the script are administered in the class room. In the third week writing single words and simple sentences, along with reading newspapers, and speaking are encouraged

In the fourth week, short essays and letters are written by the students as part of the class work. Short lectures and dialogues are also encouraged.

The last two lessons which are passages taken from the Newspapers are given in native scripts in addition to the Roman script.

Teachers

The teachers employed will be native speakers of the language or non-native speakers supported by native speaking assistants. They will have minimum gifts of presentation or personality.

STUDENTS

Students with average ability who have passed the B.A./B.Sc. examination with 40—45% in any one of the language parts will be selected for instruction. They will be between the age group of 20 —30 years.

TIME SCHEDULE OF WORK

The Course runs from Monday to Saturday in each week. The time schedule for each day is as follows:

8-00 – 8-45	Introducing linguistics and linguistic terminology in the first week. From the second week it will be alternated with an introduction to the history and culture of the people
9-00 – 10-00	Lessons
10-30 – 12-00	Drill on the lessons by a native speaker
2-30 – 3-30	Lessons
3-45 – 5-00	Drill
6-00 – 7-00	Reading of journals. Newspapers, Listening to tape-recordings. Guided home work for students who need assistance
8-30 – 9-30	Relaxed conversation about the language area if all students live in a hostel

On Sundays an excursion to a nearby village where the language is spoken will be arranged.

EVALUATION

In the beginning of the course, a questionnaire to evaluate the knowledge of each student on the language to be taught is administered and scored.

On every Saturday, a test based on the lessons given in the week is conducted and the scripts are scored before the students. They are to correct their own mistakes.

On the final day in the fourth week, a questionnaire is administered to the students to assess their achievements.

An expert committee will compare the scores and suggest improvements.

TRIAL COURSE

A trial course in Telugu attended by three Tamil speakers was run on 28th May, 1969 for a single day. They all felt that the lessons were easy to comprehend and learning Telugu was simplified by this procedure. They suggested the grading of grammatical informations and recording of the pronunciation on tapes. The Tamil speakers found it difficult to pronounce the voiced and aspirated stops of Telugu.

Another trial course for Telugu has been conducted with the M. A. students of the first year who are twelve in number. Because of their detailed reactions the Investigators planned for a full length course.

Another course was tried with a set of foreigners for Malayalam.

FUTURE IMPROVEMENTS

The theory on the basis of which the teaching material has been shaped has been acknowledged by the students of the trial course to be quite effective. The contents of the lessons and the informations in the lesson-aids need improvement in the light for our experience in teaching the course.

V. I. SUBRAMONIAM

LESSON 1

paaṭam 1

<u>ṉam ṉaaṭu</u>

1. itu paarata teecam.
2. ṉammuṭaiya piratama maṉtiri iṉtiraa kaaṉti.
3. iṉtiraa kaaṉti paṇṭiṭṭu javakarlaal neeruvin makaḷ.
4. keeraḷam paarata teecattil irukkiRatu.
5. keeraḷattil pattu jiilaakkaḷ uḷḷana.
6. keeraḷattil iraṇṭu yuṉivercittikaḷum oru yuṉivercitti ceṇṭarum uḷḷana.

EXERCISES:

1.

itu	puttakam
	peenaa
	pencil
	caakku
	meecai
	naaRkaali
	keeraḷam
	tamiḷ ṉaaṭu
	tiruvanaṉtapuram
	cennai etc.

2.

piriṭṭan	piratama	maṉtiri	....
ruciya	piratama	maṉtiri	....
aastireeliyaa	piratama	maṉtiri	....
ciinaa	piratama	maṉtiri	....
jappaan	piratama	maṉtiri	....
kanaṭaa	piratama	maṉtiri	....

3(a)

iṉtiya	janaatipati	....
ruciya	janaatipati	....
amerikka	janaatipati	....

(b) keeraḷa	mutal maṉtiri	....
timaḷṉaaṭṭu	mutal maṉtiri	....
maicuur	mutal maṉtiri	....
aaṉtiraa	mutal maṉtiri	....

4(a) javakarlaal ṉeeru	mootilaal ṉeeruvin	makan
kaaṉti	....	makan
iṉtiraa	....	makaḷ
ciitai	....	makaḷ

(b) mootilaal ṉeeru	javakarlaal ṉeeruvin	tantai
janakan	....	taṉtai
javakarlaal	....	taṉtai

5(a) paaratam		
ciloon		
ciinaa	aaciyaavil	irukkiRatu
parmaa		
maleeyaa		

(b) tiruvanaṉtapuram		
kocci		
kollam	keeraḷaatil	irukkiRatu
kaḷḷikkooṭṭai		
paalakkaaṭu		

(c) cennai	tamiḷakattil	irukkum nakaram
maturai	....	....
tirucci	....	....
kanniyaaku-		
mari	....	....
tiruppati	....	....
pampaay	....	....
kalkaṭṭa	....	....

6.	iraṇṭu	ṉatikaḷ	
keeraḷattil	muunRu	ṉakaraṅkaḷ	uḷḷana
	ṉaanku	malaikaḷ	
	pattu	jillaakkaḷ	

7.	oru	puttakam	uṇṭu
	iraṇṭu	puttakaṅkaḷ	uḷḷana
	oru	pacu	uṇṭu
	muunRu	pacukkaḷ	uḷḷana
	oru	kiḷi	uṇṭu
	ṉaanku	kiḷikaḷ	uḷḷana

8. raamanum	krishṇanum	irun̲taarkaḷ
koovin̲tanum	kaṇṇanum	irun̲taarkaḷ
murukanum	vaḷḷiyum	irun̲taarkaḷ

NOTES:—

Noun (a) keeraḷam — keeraḷattu — ai Accusative
— aal Instrumental
— ooṭu Sociative
— kku Dative
— atu Genitive
— il Locative

(b) teecam — teecattu
(c) maram — marattu
(d) kaan̲ti — ai
— aal
— ooṭu
— kku
— atu
— il

(e) itu — ai itu — an — ai
— aal — aal
— ooṭu — ooṭu
— kku — ukku
— atu — atu
— il — il

Numeral Nouns

on — Ru
iraṇ — ṭu
muun— Ru
n̲aan — ku
aiṇ — tu
aaR — u
eeḷ — u
eṇ — ṭu
on — patu
pa — ttu

Adjectives:

oru iru mu	+	ṉaaḷi ——— >	oruṉaḷi iruṉaaḷi muṉṉaaḷi

Vocabulary:

itu	kaaṉti	paṉṭiṭṭu (paṉṭitar)	maṉtiri
iraṉṭu	keeraḷam	(pattu)	javakarlaal
iṉtiraa	teecam	paaratam	jillaa
irukkiRatu	ṉaam	piratama	(yunivercitti
uṭaiya	ṉeeru	makaḷ	ceṉṭar)
uḷḷana			

GRAMMAR

1.1 'itu' — this is proximate Neutral demonstrative.
Compare 'atu' — that Distant demonstrative
'etu' — which Interrogative demonstrative

Proximate and distant demonstratives are sometimes freely used without distinction if the object is in the adjacent place.

2.1 'uṭaiya' — of Genitive case marker Compare Malayalam 'uṭe'. After 'uṭaiya' only a noun can occur

Note:

ṉammuṭaiya maṉtiri
ṉammuṭaiya aracan
ṉammuṭaiya taṉtai

3.5 Another genitive case marker is 'atu'.

ṉeeruvinatu makaḷ
enatu puttakam
enatu kai
enatu aaciriyar
aaciriyaratu tantai

Compare Malayalam 'nRe'

These are two sub-rules:

Wherever the possessor is an animate noun 'uṭaiya' or, 'atu' can occur freely. Wherever the possessor noun is inanimate preference will be for 'atu'.

E.g. tantaiyin uṭaiya makan
tantaiyinatu makan
malaiyinatu uyaram

But not ordinarily 'malaiyinuṭaiya uyaram'.
Where the possessor and the possessed are persons, 'atu' is optionally used.

neeruvinatu makaḷ
neeruvin makaḷ

'in' and 'an'

Between the stem and the case marker a few particles will be added. They are ordinarily called empty markers. The most commonly used ones in cases are 'in' and 'an'. Sometimes 'an' is also used especially after pronouns in Tamil.

4.3 Locative Case marker — 'il'
Compare Malayalam 'il' — viiṭṭil
— keeraḷattil
— naaṭṭil

5.4 **Verbs:**

The ending of finite verbs will vary according to the number and gender of the subject.

I		II	
avan	vantaan	avan	uḷḷanan
avaḷ	vantaaḷ	avaḷ	uḷḷanaḷ
atu	vantatu	atu	uḷḷatu
avar	vantaar	avar	uḷḷanar
avai	vantana	avai	uḷḷana / uḷḷavai

The first section and the second section have some commonness and a few variations. Both change their endings according to the subject noun. But, the second section does not have the tense marker 'nt' indicating past tense. Those which indicate tenses explicitly are called Tense Verbs. Those which do not have tense markers are called Tenseless Verbs or Appellative Verbs. Modern Malayalam makes use of the same verb forms for all persons numbers and genders.

avan			avan	
avaḷ			avaḷ	
atu	+	vaṉṉu	atu	+ uṇṭu
avar			avar	
ava			ava	

Sentence Patern

Upto 4 the sentences are of the nominal pattern. They will have a subject which is a noun and a predicate which is also a noun.

E.g. 'itu teecam'

Another type of sentence is to have a subject, noun and a predicate, verb.

E.g. 'itu vaṉtatu'

These two types of sentences are simple sentences.

There are complex sentences which are combinations of two or more simple sentences.

E.g. S.1 iraṇṭu yuniverciṭṭikaḷ uḷḷana.
S.2 oru yunivercitṭi ceṇṭar uḷḷatu.
S.3 iraṇṭu yunivercitṭikaḷum oru yunivercitṭi ceṇṭarum uḷḷana.

We can formulate a rule for this. The subject of the sentence 1 and the subject of the sentence 2 if they take the same predicate they can be hooked with 'um'. The predicate will have a plural ending because of the multiple subjects.

Subject 1 + um + Subject 2 + um + predicate plural.

PRONUNCIATION

1.1 The Tamil stops have differences in pronunciation according to their positions of occurrence in a word. Initally all stops will be voiceless. Medially, after a nasal they will be voiced

E.g. maṉdiri (2.3) iṉdiraa (3.1) paṇḍiṭṭu (3.3)

Between vowels in the medial position, k, c, t, p will be slightly voiced and will be with a continuant

E.g, itu (1.1) teecam (1.3) makaḷ (3.6)

(1.2) Tamil absorbs words from other languages as 'tadbhavas' i.e. by changing the pronunciation of the loan words according

to its phonemic system. The vargha stops of Sanskrit p, ph, b and bh are substituted by 'p' in Tamil.

According to ones familiarity with the original language the pronunciation will vary.

'paaratam' though written with 'p' will be pronounced as 'Bhaaratam' in the All All India Radio,especially, if the announcer is a Brahmin. In the standard pronunciation, the initial 'p' will have a slight voicing. It is pronounced as it is written, in the speech of the uneducated low-class variety. We will follow for this course the standard pronunciation.

(2.2) 'Pr' cluster will be split into 'pir'. So also 'tr' cluster into 'tir'.

E.g. pratama > piratama
intraa > intiraa

(6.2) The numeral 'irantu' will always have vowel 'i' before r which should be particularly noted by Malayalis.

(4.4) The final 'u' of Tamil has two varieties, according to previous consonant or consonants and the length of the vowel preceding the consonant. Ater a consonant cluster in which the last element is a stop the final 'u' will be unrounded. E.g. cukku, caṅku. The stop if preceded by a long vowel will also have an unrounded 'u'. Elsewhere a round 'u' will occur E.g. caavu

But most of the speakers of Tamil may unround both 'u' s. But never pronounce it a 'ə' as Malayalis do.

WRITING SYSTEM:

See Appendix 1

LESSON 2

paaṭam 2

tamil̲ mol̲i

1. tamil̲ vaḷappamuḷḷa oru mol̲i.
2. n̲aan tamil̲ paṭikkiReen.
3. tamil̲il n̲alla ilakkaṇa ilakkiyaṅkaḷ uḷḷana.
4. tamil̲aittamil̲ar peecukinRanar.
5. n̲iiṅkaḷ en̲ta mol̲i peecukiRiirkaḷ ?

PATTERNS

(1.1)

	tamil̲	
	teluṅku	
	kannaṭam	oru n̲alla mol̲i
	malayaaḷam	

(2.2)

	cel̲ippuḷḷa	
	aaRukaḷuḷḷa	
in̲tiyaa	malaikaḷuḷḷa	n̲aaṭu
	celvamuḷḷa	

(1.3)

	oru	
	iru	
itu	mu	kiḷiyin paṭam
	n̲aal	
	ai	

(2.23)

	tamil̲	
	pirañcu	paṭikkiReen
n̲aan	aaṅkilam	peecukiReen
	spaaniś	el̲utukiReen

(2.2)

tamil̲il	n̲alla		
kannaṭattil	periya	n̲uul	uṇṭu
malayaaḷattil	ciRiya		

(2.3,4)

	aaRu kuḷaṅkaḷ	
keeraḷattil	marañ ceṭikaḷ	uḷḷana
	tooppatturavukaḷ	

(2.2)	tamiḻai	tamiḻar	
	malayaaḷattai	malayaaḷikaḷ	
	kannaṭattai	kannaṭiyar	peecukinRanar
	teluṅkai	teluṅkar	

(2.1)		aappiḷ	
		aarañcu	
	ṉiiṅkaḷ eṉta	atti	uṇkiRiirkaḷ ?
		maampaḷam	
		uṇavu	

EXERCISES

Filling up Blanks

I. (1) mayil ... ... oru paRavai.
(2) ciṅkam ... ... oru vilaṅku.
(3) keeraḷam ... ... oru pakuti.
(4) iṉtiyaa ... ... oru ṉaaṭu.

II. (1) aaṉtiraavil peecum moḻi ... ...
(2) maicuuril peecum moḻi ... ...
(3) piikaaril peecum moḻi ... ...
(4) kaaśmiiril peecum moḻi ... ...

QUESTION AND ANSWERS

1.	ṉaan	tamiḻ	paṭikkiReen.
	ṉii	enna	paṭikkiRaay?
2.	ṉaan	paaṭṭu	paṭikkiReen.
	nii	enna	paaṭuvaay?
3.	ṉaan	kaalpaṉtu	viḷaiyaaṭukiReen.
	ṉii	enna	viḷaiyaaṭuvaay?

WRONG SENTENCES TO BE CORRECTED

1. ṉaan malayaaḷam paṭikkiRaay.
2. ṉii teluṅku paṭikkiReen.
3. viiṭṭil ṉaayum puunaiyum uḷḷatu.
4. ṉiiṅkaḷ paaṭṭup paaṭukkiRaay.

CONFUSED SENTENCES TO BE SET ARIGHT

1. ṉaan moḻi eṉta peecuveen?
2. aRaiyil ṉaaRkaaliyum uḷḷaṉa meecaiyum.

3. miltanum patikkiReen pairanum naan.
4. raaman paiyan nalla.

VOCABULARY

ilakkanam	tamil	naan	peecukinRanar
ilakkiyam	tamilar	niinkal	moli
enta	nalla	patikkiReen	valappam

GRAMMAR

2.1.3 Previously we called 'oru' as a numeral adjective. It is possible for us to have another set of numeral adjectives like;

Set I

iru	moli
mu	moli
naal	moli
ai	moli
aRu	moli
elu	moli
en	moli
onpatu	moli
pattu	moli

These are adjectives. Note in 'onpatu' and 'pattu' we have the noun forms functioning as adjectives.

Set II

Similarly

ettu	moli
eelu	moli
aaRu	moli
aintu	moli
naanku	moli
muunRu	moli
irantu	moli

are also possible

Set I and Set II are in free variation. But 'oru moli' has got one restriction. It cannot occur in free variation with the nominal form 'onRu' 'onRu moli' is now, a wrong construction.

2.2.3 The verb 'patikkiReen' has the past form 'patitteen' and the future form 'patippeen'.

Set I	Present	Past	Future
	aṭikkiReen	aṭitteen	aṭippeen
	kaṭikkiReen	kaṭitteen	kaṭippeen
	eṭukkiReen	eṭutteen	eṭuppeen

Against this set we have another:

Set II

peecukiReen	peecineen	peecuveen	(4.3)
aaṭukiReen	aaṭineen	aaṭuveen	
paaṭukiReen	paaṭineen	paaṭuveen	

Please note the tense markers are as follows:

	Present	Past	Future
(1)	-kkiR-	-tt-	-pp-
(2)	-kiR-	-in-	-v-

We have identified two sets of verbs. One takes for future tense -pp- another -v-. When the verb takes -pp- in the future it will always have a double stop in the past as well as in the present tense. Compare Set 1 with Set 2.

2.4.2 The plural of tamiḻan is tamiḻar

aracan	aracar
vaaṉiyan	vaaṉiyar
paRaiyan	paRaiyar

The Malayalam form 'maar' as in 'tamiḻanmaar' is not used. Instead it uses 'ar' or 'aar' which is the gender plural marker. Old Tamil did use 'maar' as in modern Malayalam.

E.g.		
	taaymaar	aṇṇanmar
	taṅkaimaar	tampimaar

2.4.3. The predicate 'peecukinRanar' will have a free variation with 'peecukinRaarkaḷ'. With 'an' which is an empty marker (indicated in Lesson 1.3.5) 'kaḷ' is not added. Only the gender pluraḷ 'aar' takes 'kaḷ'. Even the long form 'aar' will not occur after 'an'. 'peecukinRanaar' is not possible. With third person neuter plural the form with 'an' is the only possible one e. g. vaṉtana.

2.4.1. The accusative case marker is 'ai' in Tamil. The other case markers in Tamil are 'aal', 'ooṭu', 'kku', 'atu', 'il' (Lesson 1, Exercise 1).

2.5. An interrogative sentence will have an interrogative word like 'etu', 'enta', etc.

niiṅkaḷ moḷi peecukinRiirkaḷ

If interrogative is added before moḷi then the correct answer will only be about moḷi.

Question:	niiṅkaḷ	enta	moḷi	peecukiRiirkaḷ ?
Answer;	naan	tamiḷ	moḷi	peecukiReen.

Note a different type of interrogation to find out whether one speaks Tamil or not.

niiṅkaḷ tamiḷ moḷi peecukiRiirkaḷaa ?

Similarly for finding out who spoke the Tamil language the question frame is

yaar tamiḷ moḷi peecukiRaarkaḷ ?

For

avan, avaḷ, avar	....	yaar ?
atu	....	etu ?
avai	....	evai ?

'kaḷ' is always added after first person plural and second person plural.

naan	naam	naaṅkaḷ
nii	niim	niiṅkaḷ

In the third person avan – avar, avarkaḷ. The 'kaḷ' indicates respect. In some Districts with some castes where the second person plural is 'niir', 'niiṅkaḷ' will be more respectful. In the first person naan and naaṅkaḷ are freely used.

		Noun ending	Verb ending
I Person:	Sing.	—aan	—een
	Pl,	—aaṅkaḷ	—oom
II Person:	Sing.	—ii	—aay
	Pl.	—iir	—iir
III Person:	Sing.	—an	—aan
		—aḷ	—aaḷ
		—tu	—atu
	Pl.	—ar	—aar
		—arkaḷ	—aarkaḷ
		—ai	—a

PRONUNCIATION

1.1. ḻ ending in the word 'tamiḻ' can easily be pronounced by Malayalis. For Kannadigas and Andhras the pronunciation of ḻ will cause some difficulty.

The tongue is curved and its fringes touch against the palate when it is pronounced. It is a heavily voiced continuant.Malayalis have to note that consonant ending words are common in Tamil. For Instance 'tamiḻ' will end with a consonant not with the releasing 'u' like 'tamiḻu' as in Malayalam.

SANDHI RULE I

After the accusative case marksr 'ai', if any word begins with k, c, t, p it will be geminated.

tamiḻai + tamiḻar = tamiḻaittamiḻar (4.1) Largely this is the case with Malayalam.

E.g. tamiḻinettamiḻanmaar

WRITING SYSTEM

See Appendix

LESSON 3

paaṭam 3

iraaman

1. iraaman ṉeeRRu (k)kalluurikku (c)cenRu pirincipaalaik kaṇṭaan.
2. avanukku viññaanappirivil aṭmican kiṭaittatu.
3. maalai ṉeeram iraaman puttakaṅkaḷ vaaṅkuvataRku (p)puttaka (k)kaṭaikku (p)poonaan.
4. aṅkee avan puttakaṅkaḷai (p)paṭittu (k)koṇṭiruṉtaan.
5. pattu (p) puttakaṅkaḷ vaaṅkinaal kamican taruveen enRu kaṭaikkaaran appootu connaan.

PATTERNS

1.S.1.

		viiṭṭukku	
		vayalukku	
ciitai		maḷaikku	
vaḷḷi	ṉeeRRu	aaRRukku	poonaaḷ
kamalam		puuṅkaavukku	
		cinimaavukku	

1.S.5

	mutalvarai	
	talaivarai	
intiraa kaanti cennaikkuc-cenRu	merinaavai	(k)kaṇṭaar
	kaaṉti(c)cilaiyai	
	ṉuulakattai	

2.S.2.

	kaṇakku (p)pirivil	
	tamiḷ (p)pirivil	
ponnammaikku	aaṅkila (p)pirivil	iṭam kiṭaittatu
	poruḷaataara (p)pirivil	
	maaniṭaviyal (p)pirivil	

3.S.4.

kaalai		kaṇtan	kaRi	
ṉaṇpakal	neeram	ponnan	vaṭai	vaaṅka (p)poonan
maalai		marutan	ilai	
iravu		ṉaaṇu	inippu	
			pommai	

3.S.5

	kaṭaikku	malar	koṭukka	
ṉaan	paḷḷikku	paḷam	vaaṅka	vaṉteen
	koovilukku	teeṅkaay	eṭukka	

4.S.4,5.

avan	kaṭai	paṭittu (k)koṇṭiruṉtaan
iraaman	ṉaaṭakam	eḷuti (k)koṇṭiruṉtaan
paalan	kaṭṭurai	keeṭṭu (k)koṇṭiruṉtaan
mukuṉtan	paaṭṭu	

5.S.3.

aiṉtu	peenaa		
aaRu	pai		
eeḷu	pommai	vaaṅkinaal	kaḷivu uṇṭu
eṭṭu	pencil	viRRaal	vilai kuRaivu
onpatu	aaṭu		uṇṭu
pattu	maaṭu		

5.S.6.

ponni	varuvaaḷ		ponnan	
vaaṇi	taruvaaḷ	enRu	vaaṇan	connaan
celvi	keeṭpaaḷ		celvan	
taḷaivi	makiḷvaaḷ		talaivan	

EXERCISES

FILLING UP BLANKS

1. tusyaṉtan .... cenRu .... kaṇṭaan
   iraaman .... pooy .... maṇaṉtaan
   kolampacu .... cenRu .... paarttaan.

2. ṉaan paṭitta puttakam ....
   ṉii paartta cinimaa ....
   avan conna katai ....
   avaḷ paaṭiya paaṭṭu ....

3. QUESTION AND ANSWER
   1. iraaman ṉeeRRu eṅkee poonaan ?
   2. avanukku eṉtappirivil aṭmican kiṭaittatu ?
   3. eppootu iraaman etaRku eṅk poonaan ?
   4. aṅkee avan enna ceytaan ?
   5. ettanai puttakam vaaṅkinaal kamican kiṭaikkum?
   6. kaṭaikkaaran enna connaan?

4. WRONG SENTENCES TO BE CORRECTED
   1. marattil paRaivaikku (k)kaṇṭaan.
   2. kaay kaRi vaaṅka (k)kaṭaiyai (c)cenRaan.

3. neeRRu avan kalluuri (k)ku (c)cenRaan.
4. avaḷ paaṭṭai (p)paṭittaan.

5. CONFUSED SENTENCES TO BE CORRECTED

1. viiṭṭil paṭittu puttakam konṭiruntaan.
2. pattu kamican unṭu vaaṅkinaal peenaa.
3. enakku (k)kaṇakku kiṭaittatu iṭam pirivil.
4. maavu poonaan araikka millukku evan

6. VOCABULARY

aṅkee	(kaṭaikkaaran)	connaar	maalai
appootu	kanṭaan	taruveen	vaaṅku
avan	kalluuri	neeram	(aṭmican)
(iraaman)	kiṭaittatu	neeRRu	kamican
enRu	konṭu	pirivu	viññaanam
kaṭai	cenRu	puttakam	pirincipaal

7. GRAMMAR

1.1 The words beginning with 'r', 'l' and 'ṭ' will always have an enunciative vowel 'iraaman' as against Malayalam 'raaman'.

2. Tamil dative case -kku- will function as a locative when the noun refers to a place.

kalluurikku (c)cenReen

Normally Malayalam will have 'kaaleejil pooyi'. Another free form in Malayalam is 'kaaleejileekkup pooyi'. This is not found in Tamil.

3.5 Case markers are added to nouns, verbal nouns, and conjugated verbal nouns.

Nouns Set I	Set II Verbal Nouns	Conjugated Verbal Nouns
kaaleejikku	varukaikku	vaaṅkuvataRku
viiṭṭiRku	varaRku/varuvataRku	peecuvataRku
kiḷaacukku	peecutaRku	iruppataRku

4.5 Finite predicates will be simple, like 'vantaan' or complex like 'vantiruntaan'.

For instance 'vaṉtu' is an infinite
'iruṉtaan' is a finite.

Set I	kaṇṭu	+	iruṉtaan	——>	kaṇṭiruṉtaan
	paarttu	+	iruṉtaan	——>	paarttiruṉtaan
	koṇṭu	+	iruṉtaan	——>	koṇṭiruṉtaan
Set II	pooka	+	iruṉtaan	——>	pookaviruṉtaan
	vara	+	iruṉtaan	——>	varaviruṉtaan
	uṇṇa	+	iruṉtaan	——>	unnaviruṉtaan

Please note that there are two types of infinite verbs. One is indicated in Set I in which the past tense is followed by 'u'. In the second Set, the verb stem is followed by 'a'. Normally the finite verb will be 'iruṉtaan'. Others are also possible which would be indicated later. Complex verbs with three verb stems are also possible. Normally in those cases the infinite verbs will occur before the finite verb. In 4.4 we have an example for three stemmed complex verb.

paṭittu (k)koṇṭu iruṉtaan

4.4 Now we will concentrate on the verb paradigm.

S { ṉii vaṉtaay
P { ṉiiṅkaḷ vaṉtiirkaḷ

S { ṉaan vaṉteen
P { ṉaaṅkaḷ vaṉtoom

S { avan vaṉtaan
avaḷ vaṉtaaḷ
atu vaṉtatu
P { avarkaḷ vaṉtaarkaḷ
avai vaṉtana

5. Two simple sentences can be combined into a complex sentence in a different way also (c.f. Lesson 1 5.4)

S. 1 ṉaan kamican taruveen.

S. 2 kaṭaikkaaran connaan.

S.3 ṉaan kamican taruveen enRu kaṭaikkaaran connaan.

The rule is very simple

S. 1 + enRu + S. 2 ——> S. 3

There is one sub-rule which is possible. If the reference of the subject of S. 1 and the subject of S.2 are the same, either one of the subject can be deleted. Here ṉaan and kaṭaikkaaran refers to the same person. So the first person in the S.1 can be deleted.

Now the S.3 would be 'kamican taruveen enRu kaṭaikkaaran connaan'.

8. PRONUNCATIOM

1.1 In 'iraaman' a final 'n' is alveolar in pronunciation. In the next word 'n̲eeRRu' the initial 'n' is pronounced as a dental. The distinction between dental and alveolar is not maintained accurately in pronunciation. Malayalam distinguishes these two nasals. In the script of Tamil, distinct symbols are found for these sounds whereas, Malayalam writes these two sounds with the same symbol.

The Rule is a) n̲ initially and medially before t b) Elswhere n

1.3 A few Sanskrit sounds like 'j' in 'kaaleej' are used in the newspapers. Literary language will avoid these sounds.

9. SANDHI

1. When the 'u' after two stops as in -ttu when followed by k, c, t, p there will be gemination of the stops: kk, cc, tt, pp

pattu + puṭṭakaṅkaḷ = pattupputtakaṅkaḷ (5.1)

2. A noun with case endings when followed by k, c, t, p those stops will geminate.

3. When an unrounded 'u' is followed by a vowel then the 'u' will become a zero.

koṇṭu + irun̲taan ---> koṇṭirun̲taan (4.5)

4. When a word ends with 'a' and when followed by k, c, t, p those stops will geminate.

viññaana + pirivu --->viññaanappirivu (2.1)

Note also the neuter pronouns whtch end with -a as in anta, inta will have gemination of stops.

anta + kaaḷai ---> antakkaaḷai

Similarly the gerund a as in vara will have gemination of stops.

vara + ceytaan ---> varacceytaan

The infinitive ending i will have the gemination in stop.

aaṭi + keeṭṭaan ---> aaṭikkeeṭṭaan

Other Vowel endings like Relative participle –a vaḷarnta taaṭi, appellative and numeral adjectives nalla kaalam, oru payyan will not geminate we can formulate a rule for this. The subject of the sentence 1 and the subject 2 if they take the same predicate can be hooked with 'un'. The predicate will have plural ending because of the multiple subject.

5. A few internal sandhi rules deserve our notice. 'n' or 'l' followed by kk, cc, tt, pp will be R + k / c / t / p

E.g. vaaṅkuvatan + ku ---> vaaṅkuvataRku (3.5)
pirivil + kaṇṭaan ---> piriviRkaṇṭaan

WRITING SYSTEM

See Appendix

LESSON 4

paaṭam 4

kaanṯiji

1. akṭoopar iranṭaam teeti kaanṯi jayanṯi.
2. kaanṯijikku paapuji enRu maRRoru peyarum uṇṭu.
3. paapuji poorpanṯarilee piRanṯaar.
4. poorpanṯar kujaraaattu maanilattil irukkiRatu.
5. sriimati kastuuripaay kaanṯiyin manaivi.
6. kaanṯijikku naanku puttirarkaḷ uṇṭu.
7. kaanṯiji iṅkilaanṯil paar-aṭ--laa paṭṭam peRRaar.
8. pinnar kaanṯiji tennaappirikkaavukkup poonaar.
9. inṯiyaaviRkuttirumpi vanṯa kaanṯiji cutanṯirappoora-aṭṭattil ceernṯaar.
10. kaanṯijiyuṭaiya uppuc cattiyaakkirakamum tanṭi yaatti-raiyum pukaḷ peRRavai.
11. katar upayookikka veeṇṭumenRu kaanṯiji inṯiyarkaḷu-kku upateecittaar.
12. intu muslim aikkiyattiRkuk kaanṯiji paaṭu paṭṭaar
13. kaanṯiji pala puttakaṅkaḷ eḷuti irukkiRaar.
14. aayirattut toḷḷaayirattu naaRpattu eṭṭil kaanṯiji iRan-taar.

PATTERNS

2. S. 3

inṯiyaavukku	paaratam	enRu maRRoru pey-rum uṇṭu.
ciloonukku	ilaṅkai	
iṅkilaanṯukku	piriṭṭan	
tiruccikku	tirucciraappaḷḷi	
tennaikku	teṅku	
puttirarkku	makkaḷ	

5. S. 4

		makaṉ
		makaḷ
		maṉaivi
		aṇṇaṉ
iraamanukku oru	{	tampi
		maamaṉ
		maami
		akkaaḷ
		taṅkai

6. S. 2

	ṉaanku	
veelaikku	ṉuuRu	viṇṇappam
	aayiram	
	kooṭi	

7. S.

vaacu	kollattil	pii.ee.	
ṉaaṉu	kocciyil	em.ee	paṭṭam peRRaan
koopu	ceelatti	pi.el.	

8. S. 1

iṭṭali			kaapi	
keekku	tinRu		teeṉiir	
		pinnar		kuṭittanar
toocai	uṇṭu		paal	
puṭṭu			kokkoo	

8. S. 3

celvi	kanataavukku	
kaṇṇaki	maturaikku	poonaaḷ
maatavi	kaanpuurukku	cenRaaḷ
ṉalini	cennaikku	eekinaaḷ
paaru	paḷḷikku	

9. S.

appaa	viiṭṭukku		paṭikkaccenRaar
ammaa	koovilukku		toḻaccenRaar
aṇṇaṉ	paḷḷikku		eḻutattoṭaṅkinaar
		vaṉtu	
akkaaḷ	viiṭikku		paaṭattoṭaṅkinaar

10.S.3-6 ṉammuṭaiya	koovaḷattil	kaṭalum	karaiyum	aḻaku
	pampaayil	kaṭṭiṭamum	maramum	
	kalkattaavil	ṉuulakamum	kalluuri-yum	
	cennaiyil	viitiyum	viiṭum	

11.S.	uṇmai col	enRu	cecu	upateecittaar
	kaṭavuḷai ṉampu		ṉapi	
	piRarukku utavu		kaaṉti	

EXERCISES

1.	eecu ṉaatar	piRaṉta	aaṇṭu	....
	liṅkan	piRaṉta	ṉaaṭu	....
	mukammatu ṉapi	piRaṉta	maatam	....
	kaṇṇan	piRaṉta	ṉaaḷ	....
	kaaṉtiji	eḻutiya	puttakam	....
	eṭican	kṇṭupiṭitta	karuvi	....
	kumaaranaacaan	paaṭiya	paaṭṭu	....
	iravi varma	tiiṭṭiya	ooviyam	....

2. QUESTION AND ANSWER

1. kaaṉtiji eppootu piRaṉtaar ?
2. kaaṉtijiyin maRRoru peyar enna ?
3. poorpaṉtar eṅku uḷḷatu ?
4. kaaṉtiji enna paṭṭam peRRaar ?
5. kaaṉtiji iṉtiyarkku enna upateecittaar ?
6. kaaṉtiji etaRkuppaaṭupaṭṭaar ?

3. WRONG SENTENCES TO BE CORRECTED

1. maturaiyil tamiḻṉaaṭu uḷḷatu.
2. eecuvin makan mariyaaḷ.
3. kiruṣṇa jayaṉtiyil puttaar piRaṉtaar
4. katar upateecittaar upayookikka enRu kaaṉtiji veeṇṭum iṉtiyarkku.

4. VOCABULARY

akṭoopar	ten	maaRRu	cutan̲tiram
aappirikkaa	n̲aanku	manaivi	teeti
iṅkilaan̲tu	paṭṭam	maan̲ilam	paapuji
in̲tu	pala	muyanRaar	paar-aṭ-laa
iRan̲taar	pinnar	upateecittal	puttirar
uppu	pukaḷ	aikkiyam	muslim
eḷututal	peyar	katar	yaattirai
kaan̲tiji	peRRaar	kastuuripaay	jayan̲ti
ceern̲taar	poorpan̲tar	kujaraattu	sriimati
taṇṭi	pooraaṭṭam	cattiyaakkirakam	

5. GRAMMAR

1.2. iraṇṭaam 'aam' is a relative participle i.e. it will qualify a noun. It is from the following sentence:

Subject Noun	**(Numeral Noun)**	**Subject Noun**	
teeti	iraṇṭu	aakum	==>

Numeral Noun	**Relative Participle**	**(Subject) Noun**
iraṇṭ	aam	teeti

Note these Relative participles: (a) ooṭiya manitan
(b) n̲alla manitan

(a) can be derived from (a_1) manitan ooṭinaan
(b_1) manitan n̲allvan

In (a_1) the pronominal markers of the verb like 'aan' and 'an' (PNog) have been dropped. The relative participle marker (R.P.) 'a' is added. There is also a change of position.

1 + 2 ---> 2 + 1

This can be reduced into a formula

(1) (a) VB + PNog ---> VB
(b) VB + RP ---> VB + a

(2) 1 + 2 ---> 2 + 1

E.g.1.(a)	kaan̲tiji	paṭittavar
	kaan̲tiji	paṭitt
1.(b)	kaan̲tiji	paṭitta
2.	paṭitta	kaan̲tiji

This derivation of relative participle is restricted to tense verbs and tenseless verbs. Noun predicates cannot be brought under this rule. Please note predicates are three types as stated earlier.

1. Tense Predicates .... kaan̲tiji van̲taar
2. Tenseless Predicates .... kaan̲tiji n̲allavar
3. Noun Predicates .... kaan̲tiji manitar

2.6 We stated earlier that all Tamil verbs will take PNog markers according to their subjects. There are some exceptions especially in the future tense. In Neuter Singular future Verb the PNog is always absent in Tamil For Instance atu varum but not atu vantatu which will be infinite conjugated Noun.

avan	
avaḷ	
avar	varum
atu	
avai	

With the first and second person, the use of common verbs is rare. Malayalam uses this for all persons in the future as well as in the present and the past: but Tamil restricts to the future only. Please see 'teeti iran̲ṭaakum' in 1.2. Similarly there are a few verbs in Tamil which can be used commonly for all subjects.

atu	
avan	uṇṭu
avaḷ	veeRu
avar	illai
avai	

All these are tenseless predicates. Verbs common to all gender number subjects are part of the grammatical systems in Tamil and Malayalam. Tamil restricts it to future as well as to a few tenseless predicates. Malayalam uses it to all finite predicates of the tense and tenseless varieties.

7.5 Please recall the two types of verb sets which were discussed earlier (Lesson 1 G.5.4). They are

	Present	Past	Future
(1)	-kkiR-	-tt-	-pp-
(2)	-kiR-	-in-	-v-

One more set is also available which is:

	-kiR-	-t-	-uv-
E.g.	ceykiRaan	ceytaan	ceyvaan
	peykiRatu	peytatu	peyvatu
	peRukiRaan	peRRaan	peRuvaan

The last one has got 'R' in the past due to sandhi. 'peR' is the stem.

When 't' follows it, it is assimilated to 'R'.

The Sandhi rule is R + t ———> RR

8.1 There are a few words which indicate time place etc. They are called clitics because they are dependent on the following or preceding words

E.g. pinnar + poonaan

This freely varies with 'pin + poonaan' munnar / mun

10.1 'uṭaiya' is a tenseless relative participle.

uppu (c)cattiyaakkirakam kaaṉtijiyuṭaiyatu ———>
kaaṉtijiyuṭaiya uppu (c)cattiyaakkirakam

Please recall 1.1

10.4 There are a few compounds in Tamil. They are really condensed clauses. One is 'taṇṭi yaattirai'. It can be derived from

taṇṭikku yaattirai cenRaar
taṇṭikku (c)cenRa yaattirai
taṇṭikku (c)cel yaattirai
taṇṭikku yaattirai
taṇṭi yaattirai

We would deal with it elaborately later.

10.7 We briefly mentioned earlier about the finite predicates and conjugated verbs (Lesson 3 G.3.5).

'peRRavai' against 'peRRaṉa' deserves our notice.

'peRRavai' is a conugated Noun. 'peRRana' is a tense verb predicate. In the sentence cattiyaakkira kammin prattiraiyam pukaḷ

peRRavai the pronominal 'avai' refers to the two subjects of the verb. If the pronominal suffix 'ana' occurs, the sentence will mean that the two subjects have earned the fame. If it is a conjugated noun, the meaning would be "those which have earned fame". There is a meaning change which should be noted between the two categories.

Phrase Categories

(a) VERB PHRASES

R.P + time and place clitics

vaṉta	+	pin
varum	+	pootu
varum	+	kaal

Conjugated Nouns

R.P + Pronouns

vaṉta	+	avaḷ	--->	vaṉtavaḷ
vaṉta	+	avan	--->	vaṉtavan
vaṉta	+	atu	--->	vaṉtatu
vaṉta	+	avai	--->	vaṉtavai

Note a Sandhi Rule a + a ---> Zero + a

12.3 The dative case in Tamil has got only one alternantku. Malayalam has got 'ku' and 'nu'. 'aikkiyattukku' is the only possibility in Tamil. Malayalis have to note this restriction.

14.1 Combinations of numeral nouns are made with the following principles:

The highest among the available digits should be written first, then the second. The last digit should be of least value. 'aayirattittoḷḷaayirattu ṉaaRpattu eeḻu'. Thousand is the biggest number and eeḻu is the smallest one. The 'attu' is added to the -m ending bases which are declined for cases. All 'm' endings have this characteristic.

E.g.	maram	—	marattu
	aayiram	—	aayirattu
	toḷḷaayiram	—	toḷḷaayirattu

7. PRONUNCIATION

S.1 Sanskrit words are easily absorbed in the newspaper language. 'sriimati', 'kaantiji' are a few instances. The 's' in 'srii' is a dental sibilant, not very clearly distinguished from the retracted alveolar sibilant ś.

(a) The following will be the word beginning vowels:
All the 12 vowels: aram, aaṭu, ilai, ii, ural, uutal, eli, eeṇi, aintu, oṭṭakam, ootu.

(b) The following will be the word beginning consonants:

kaṭai		
caṭṭi	ñaayiRu	yaanai
taaṭi	naaḷi	vaay
paccai	malai	

(c) Rarely in the loan words 'ṭ', 'r' and 'l' will occur initially.

'ṭaaṭṭa' 'raakkeṭṭu' 'liṅkam'

(d) Similarly all the vowels except e and o will occur as a final element of a word in spoken speech

pala	puu
palaa	
ciri	avanee
nii	yaanai
ceeRu	avanoo

In literary especially the classical variety the e and o will occur in the word final position after a long vowel in aḷapeṭai.

LESSON 5

paaṭam 5

ammaavum iraviyum

1. ammaa: iravi! makaḷir manRa (k)kuuṭṭattiRku (p)pooka veeṇṭum appaa varumpootu colli viṭu.
2. iravi: eppotu tirumpi varuviirkaḷ ?
3. ammaa: eekateecam aaRu maṇikku vaṉtu viṭuveen. appaa aiṉtarai maṇikku vaṉtu viṭalaam. ṉii viiṭṭileeyee iru.
4. iravi: aiṉtee mukkaal maṇikku ṉaan ṉuul ṉilayam cella veeṇṭum, atanaalee ammaa aaRu maṇikku munnar vaṉtu viṭuṅkaḷ.
5. ammaa: paarkkiReen. ilataa paḷḷikkuuṭattil iruṉtu vaṉta uṭan kaapi tayaarikkaṭṭum.

PATTERN

5.2-3

	maaṇavar		kuuṭṭattiRku	
	aaciriyar		viḷaaviRku	
ṉaan	uḷavar	manRa	paricaḷippukku	pooveen
	iḷaiñar		varaveeRpukki	
	ilakkiya			

5.2.1

ṉaan	varum		paṇam	
avan	collum	pootu	kaacu	kiṭaikkum
avaḷ	kuuRum		paal	
ṉii	keeṭkum		puttakam	

5.3.8–9

amma	muunRu		pooy	viṭalaam
aṉṉan	naanku		vaṉtu	viṭalaam
tampi	aiṉtu	maṉikku	colli	viṭalaam
maaman	aaRu		keeṭṭu	viṭalaam
maami	eeḻu		uṇṭu	viṭalaam

5.3.11

	cittiraiyil		
	vaikaaciyil		
	aaniyil		
	aaṭiyil	uurileeyee	
	aavaṉiyil	vayalileeyee	
ṉii	puraṭṭaaciyil	malaiyileeyee	iru
	aippaciyil	iṉtiyaavileeyee	
	kaarttikaiyil	iṅkilaaṉtileeyee	
	maarkaḻiyil	amerikkavileeyee	
	taiyil		
	maaciyil		
	paṅkuniyil		

5.4.6–7

ṉii	onRee		cinimaavukku	
ṉiiṅkaḷ	iraṇṭee	mukkaal-	viiṭṭukku	pooka-
ṉann	muunRee	maṉikku	kalluurikku	veeṇṭum
ṉaaṅkaḷ	ṉaalee		paḷḷikku	

5.4.6–6

iraaman	connatum	kaappi	
mookan	vaṉtatum	teeṉiir	tayaarikkaṭṭum
kaṉṉan	cenRatum	ooval	
paalan	peeciyatum	kokkoo	

5.1 FILLING UP BLANKS

(a) 1. ṉaan viiṭṭukku .... veeṇṭum
2. ṉii koovilukku .... col

	3.	avaḷ	kalluurikku	....	veeṇṭaam
	4.	makan	vayalukku	....	poonaan
(b)	1.	kumaran	....	irukkaṭṭum	
	2.	ṉaanu	....	paṭikkaṭṭum	
	3.	caampu	....	vilaiyaaṭaṭṭum	
	4.	veeṇi	....	paaṭaṭṭum	

5.3 QUESTION AND ANSWER

1. ṉii eṅkee pooka veeṇṭum ?
2. ammaa eppootu varuvaarkaḷ ?
3. ammaa eṅku pookiRaarkaḷ ?
4. iravi aiṉṭee mukkaalukku eṅkee pooka veeṇṭum ?
5. ilataa paḷḷikkuuṭattiliruṉṭu vaṉtatum enna ceyvaaḷ ?

5.4 VOCABULARY

appaa	ṉii	maṇi	viṭu
ammaa	ṉoolṉilaiyam	manRam	veeṇṭum
arai	paḷḷikkuuṭam	mukkaal	iravi
aaRu	paarkkiReen	munnar	kaappi
aiṉtu	pooka	varum	tayaarittal
enakku	pootu	viṭṭu	ilataa
kuuṭṭam	makaḷir		

5.5 GRAMMAR

1.1 Among the cases we have yet to see the vocative. Note the pronunciation of the two sentences.

(a) iravi vaṉtaaṉ
(b) iravi! vaa.

In the second sentence the intonation rises and abruptly falls. In the first sentence the fall of the intonation is on 'vaṉta-an' which is rather sliding and not abrupt. Also the predicate verb in (b) is without any person number gender marker.

In general, after the consonant ending nouns, the vocative marker is -ee. If the noun has no consonant in the end the last vowel is lengthened.

5.1.8 The phrase 'varumpootu' consists of a relative partciple 'varum' and a noun indicating time (here 'pootu') or place ('mun'). It functions as a verbal participle always qualifying a verb.

E.g.	vanta	pin
	varum	mun

Interchange of these two items are not possible.
vanta mun / varum pin are wrong.

5.2.1 Please recall appootu
ippootu
eppootu

5.2.2 We mentioned about verbal participles ending in 'u'. In 'tirumpi' the verbal participle suffix is 'i'. Note also the past form for 'tirumpi' is 'tirumpinaan' of the second Set which we have already seen. Those finite verbs which take 'in' in the past tense will have 'i' as a verbal participle marker.

5.3.11 'viiṭṭilee' is emphatic form of the seventh case –il. Emphatic foms will generally take 'ee'. Sometimes they will also take 'taan'. For instance we can say 'viiṭṭilee' and 'viiṭṭil taan'. Very rarely double emphatics will be used. In conversations such usages are more frequent than in literary writings. 'viiṭṭileeyee' has got a double emphatic.

5.4.7 'cella veeṇṭum' is also a complex verb. The first element ends with 'a'. It is added to a verb stem as against the verbal participle suffix which is added to the past tense maker.

'vara', 'cella', 'pooka' are commonly called gerunds. Malayalam rarely makes use of this form except in phrases like 'vara vara'.

5.5.1 The first sentence has no subject. It has a finite verb predicate without the subject.

E.g. paarkkiReen

The gender number marker will indicate that the subject is in the first person singular. The verb here means 'I will try'. Note also the present tense is used to indicate the future. The literal meaning 'I see' will be inapt here.

5.5.5 'vaṉta uṭan' is similiar in construction to 'varumpootu'(1.8)

6. WORD ENDING VOWELS AND CONSONANTS

All the vowels except short e and o will occur as a final element of a word

ṉalla	puu
çollaa	ṉiiyee
eli	kaaḷai
teenii	yaaroo
ṉaaṭu	kau

The following will be the word ending consonants ṇ, m, n, y, r, l, ḻ and ḷ.

kaṇ	paal
maram	
ṉaan	tamiḻ
vaay	kaḷ
yaar	

LESSON 6

paaṭam 6

caṉtai

1. ṉeeRRu ṉaan cinimaavukku(p)pookaamal caṉtaikku(p)puRa-ppaṭṭeen.
2. vaḷiyil oru ṉaṇpanum ennuṭan ceerṉtu koṇṭaan.
3. iruvarum caṉtaiyil cuRRi (t)tiriṉtoom.
4. vaaḷai (p)paḷam vaaṅka veeṇṭum enRu ṉaan virumpineen.
5. aanaal atu kiṭaikkavillai
6. en ṉaṇpan veṇṭaikkaay vaaṅkinaan.
7. teeṅkaay vaaṅka (p)poovatillai
8. eenenRaal atan vilai mikakkuuṭutal enRu en ṉaṇpan connaan
9. teeṅkaay illaata tuvaiyalukku (c)cuvai varaatu enRu ṉaan conneen.
10. maaṅkaay (t)tuvaiyalukku (t)teeṅkaay veeṇṭaam allavaa?
11. kaṭaiciyil maaṅkaay vaaṅki (k)koṇṭu ṉaaṅkaḷ viiṭṭukku (t) tirumpinoom.

PATTERNS

1.4	kaṭaikku		viiṭṭukku	
	caṉtaikku		koovilukku	
ṉaan	vayalukku	pookaamal	aaRRukku	pooneen
	paḷḷikku		ṉaaṭakattiRku	
	kalluurikku		kaṇkaaṭcikku	

4.3.5	takkaaḷi		connaan
	veṇṭai		virumpinaan
avan	paakal	vaaṅka veeṇṭum enRu	teeṭinaan
	puṭalai		alaiṉtaan
	kattari		paarttaan

5.1–3		taṇṇiir	
		moor	
	n̲aaṇ	paal	keeṭṭeen aanaal atu kiṭaikkavillai
		tayir	
		paaṇakam	

8.4	taṅkattin		
	veḷḷiyin		atikam
	takarattin	vilai mika	kuRaivu
	cempin		kuuṭutal
	veṇkalattin		

8.1		uṇkiRaaḷ		paci
	liilaa	mayaṅkinaaḷ	eenenRaal avaḷukku	kaḷaippu
		ooṭinaaḷ		nooy
		viḷun̲taaḷ		calippu

9.1.5	uppu		kuḷampu	
	paruppu	illaata	racam	cuvaikkaatu
	n̲ey		uṇavu	
	taaḷippu		kaRi	

10.	n̲ii	veelaikku			
	avan	uurukku			
	avaḷ	caalaikku	pooka	veeṇṭaam	allavaa ?
	miinu	koovilukku		veeṇṭum	
	n̲aaṇu	cinimaavukku			

11.3–7

in̲tiyaavil	paṭṭu		amerikkaavukku	
piraancil	teen	vaaṅki-	paaraciikattukku	
mekcikoovil	kaappi	kkoṇṭu	areepiyaavukku	(p)poon-
kanaṭaavil	kootumai		ciinaavukku	een
ilaṅkaiyil	teeyilai		kyuupaavukku	

EXERCISES

FILLING UP BLANKS

I. (a) 1. naan viittukkuc cen——— .
2. nanpan ennaip paartt ——— .
3. avan palam vaaṅka virumpin ——— .
4. ciitai palattaik kotutt ——— .

(b) 1. ——— avan kalluurikkuppoonaan.
2. cantai ——— iruvarum tirintanar.
3. en ——— kaay vaaṅkinaan.
4. aval varavillai. ——— avalukkukkaayccal.

2, QUESTIONS AND ANSWERS

1. naaṅkal iruvarum eṅku cenRoom ?
2. en nanpan enna vaaṅka virumpinaan ?
3. teeṅkaay cen vaaṅka villai ?
4. maaṅkaay cen vaaṅkinoom ?

3. WRONG SENTENCES TO BE CORRECTED

1. nanpan ennutan ceerntaal.
2. naan vilaiyaata virumpinoom.
3. naaṅkal palam vaaṅkineen.
4. naanum nanpanum cantaikkuppooniir.

4. CONFUSED SENTENCES TO BE SET ARIGHT

1. naaṅkal kutikkaamal iravil tuuṅkinoom paal.
2. vaaṅka putavai illai poovatu.
3. illaata cuvai carkkarai illai kaappikku.
4. kompu allavaa maattukku veentum ?

5. VOCABULARY

aanaal	cuvai	maaṅkaay
illai	cuRRi	mika
eenenRaal	teeṅkaay	vali
kataici	tirintoom	vaalai

kuuṭutal	ṉaṇpan	veṇṭai
canṭai	puRappaṭu	veeṇṭaam

6. GRAMMAR

6. 1	ṉeeRRu	....	ṉeeRRu	—	vanṯaan
	inRu	....	inRu	—	varukiRaan
	ṉaaḷai	....	ṉaaḷai	—	varuvaan
	munṯina ṉaaḷ	....	munṯina ṉaaḷ	—	vanṯaan

6.1.4 'pookaamal' – It freely varies with 'pookaatu'. Please note the following negative forms.

(a) pookum	—	pookaatu	—	pookaamal
(b) varum	—	varaatu	—	varaamal
(c) uṇṇum	—	uṇṇaatu	—	uṇṇaamal

6.1.6 'puRappaṭṭeen' — The auxiliary verb 'paṭṭu' is sometimes used as a passive marker. In this case it is an active construction and 'paṭṭu' is an auxiḷiary verb.

(a) ṉaan puliyaik konReen
(b) ennaal puli kollappaṭṭatu.

Please note here that the active has been changed into passive.
Active: Subject + Object + Finite Verb

Passive: Instrumental + Subject + Finite Verb + paṭṭatu subject of the active will become the instrumental in the passive. The objective form of the active will become the subject of the passive. The finite verb will be converted into a complex one with a gerund and paṭṭatu.

6.2 We have seen the -um construction already. Two subjects can be combined with 'um' and the finite verb is changed suitably for number and gender.

In sentence two the -um occurs in a slightly different pattern.

S.1 ṉaan puRappaṭṭeen
S.2 ṉaṇpan puRappaṭṭaan
S.3 ṉaanum ṉaṇpanum puRappaṭṭoom

Another combination is

Sentence: ṉaan puRappaṭṭeen
ṉaṇpanum puRappaṭṭaan

The 'um' is added to the subject of the second sentence and the predicate stands unchanged. Such sentences have to be successive.

One can also substitute instead of puRappaṭṭaan the finite verb, any synonym like 'ceerṉtaan' or 'ceerṉtu koṇṭaan'.

5.1 A conditional verbal participle with 'aal' is not yet noticed by us.

vaṉtu	(Verbal Participle)	vaṉtaal	(Conditioned VP)
kaṇṭu	(,, ,,)	kaṇṭaal	(,,)
aayi	(,, ,,)	aanaal	(,,)
enRu	(,, ,,)	enRaal	(,,)

So also a conditional gerund is possible with it.

vara	(Gerund)	varin	(Conditioned gerund)
pooka	(,,)	pookin	(,, ,,)

The conditional gerund is used in literary style.

5.3 The form 'kiṭaikka' is the gerund. But the root is kiṭai. Its past from is of set II (2.2.3).

-kkiR- -tt- -pp-

Those stems which take the double stop tense suffixes will also have a double stop empty marker before gerund -a and verbal nouns.

E. g. kiṭaikk - a
kiṭaittal
kiṭaikkai

The stems of Set II (2. 2. 3.) will take simply -a, tal, kai

E. g. ooṭ - a
ooṭu - tal
ooṭu - kai

7. 3. 'illai' - The negative 'illai' is added after a conjugated noun, noun or verbal noun. The last one is found rarely.

poovatu	illai	-	Conjugated Noun
maram	illai	-	Noun
tarutal	illai	-	Verbal Noun

Another type of negation with illai is by adding it after the gerund

E. g. vara illai
kaaṇa illai
pooka Illai

After verbal participles also 'il' with person number gender marker is added.

E. g. kaṇṭu -- ilan
vaṉtu - ilaḷ
koṭutta -- ilatu

The second set used in literary language. In Malayalam this type of negative is frequently used.

E. g. vaṉṉilla etc.

Against 'il' which indicates a complete negation an alternate negative base 'al' is also available. This is added chiefly after noun, verbal noun and conjugated noun.

E.g. (a) avan allatu ivan
(b) varal allatu iruttal
(c) poovatu allatu iruppatu

They take positive or negative verbs. For instance ceyvaan / ceyyaan. Another variety of it occurs even after the finite verb with the interrogative 'aa'.

E.g veeṇṭum allavaa (10.5)

6.8.1 Note the use of 'een' the interrogative marker. 'een' is an interrogative noun predicate. The subject will be optional 'atu een?' 'een?' It will be similar to 'why' in meaning.

6.8.5 'mika' the gerund which intensifies the meaning of the finite verb.

Nominative Oblique

F.P.Sing:	ṉaan	en	With first and second person singular and plural the vowels change and shorten in the oblique.
Pl.	ṉaam	em	
	(ṉaaṅkaḷ)	(eṅkaḷ)	

S.P.Sing;	ṉii	un
Pl.	ṉiir	um
	ṉiiṅkaḷ	uṅkaḷ

T.P.Sing.	avan	avan	In the third person there is no change. A few nouns will have changed forms in the oblique which we will discuss later
	avaḷ	avaḷ	
	atu	atu	
Pl.	avar	avar	
	avai	avai	

10.4 'veeṇṭum' — the negative of which is 'veeṇṭaam'. Note the the following positive and negative forms.

1. vantaan	vaar	—	a	—	an
2. varukiRaan	vaar	—	a	—	an
3. varuvaan	vaar	—	a	—	an
4. varum	var	—	aa	—	tu
5. veeṇṭum	veeṇṭ	—	aa	—	m

In instances 1 to 4 the negative marker 'a' before 'a'. In 5 the negative marker is 'aam'. Though a further division of 'aam' is possible, it will be sufficient for our purpose to take -aam- as a negative suffix. Note also the negative suffix in

vaar-aat-u (Verbal participle)

var-aat-a (Relative participle)

In the two categories the negative marker is 'aat' possibly related to 'arutu' of Malayalam.

6.7 Sandhi Rules

Already stated: Afṭer case endings k, c, t, p will geminate

ai		k		ai	kk
—kku	+	c	--->	kku	cc
—aal		t		aal	tt
—il		p		il	pp

LESSON 7

paatam 7

utal nalam

1. utal nalam katavul manitanukku (k)kotuttulla oru periya celvam.
2. manitar atai (p)paatukaappataRku muyaRci ceyya veentum.
3. ceykaikal mitamaaka iruntaal aarookkiyam cariyaaka irukkum.
4. aakaarattil vaittaminkal niRaiya iruntaal nallatu.
5. alavu illaamal tinpavarkal pala camayankali nooy vaayppatuvaarkal.
6. veentum alavu tuunkaatavarkalin aarookkiyam ketum.
7. kumpakarnanai (p)poola (y)tuunkinaalum utal nalam ketum
8. aarookkiyattai (p)paatukaakka utaRpayiRci ceyvatu nallatu
9. utaRpayiRciyin pin utkollukinRa aakaaram nanRaaka jiiranam aakum.
10. aarookkiyamulla makkal oru naattin celvam aavaar.

PATTERN

1.

ammaa	enakku	kotutta	kutai	itu.
appaa	unakku	tanta	peenaa	atu.
annan	maalukku	alitta	pencil	etu?
akkaal	niilukku	anuppiya	puttakam	peritu.
maaman	celvikku	vaankiya	kannaati	ciRitu.

3.3

	aRiñar			naatu	munneeRum
nalla	pulavar		iruntaal	uur	nalam peRum
	maruttuvar			makkal nilai	uyarum
	aaciriyar			valam	perukum

4.	paṭittavar	aRivu	peRuvaar.
	paṭikkaatavar	aRivu	peRaar.
	eḷutiyavar	veRRi	aṭaivaar.
	eḷutaatavar	veRRi	aṭaiyaar.
	peeciyavar	paricu	peRuvaar.
	peecaatavar	paricu	peRaar.
	paṇamuḷḷavar	poruḷ	vaaṅkuvaar.
	paṇamillaatavar	poruḷ	vaaṅkaar.

7. makan appaavaip poola	ṉallavan keṭṭavan periyavan ciRiyavan paṇakkaaran tiruṭan	

8.	viiṭṭai uṭalai ṉilattai	kaakka paarkka	iraaman kumaran ilakkuvan	muyanRaan eṇṇinaan karutinaan

10. aRivuḷḷa oḷukkam-uḷḷa puttiyuḷḷa ṉalamuḷḷa	makkaḷ	kuṭumpattin uurin ṉaaṭṭin ulakaattin	celvam cottu poruḷ

EXERCISES

1. FILLING UP THE BLANKS

1. manitar uṭal ṉallatt ——— k kaakka ———
2. kumpakarṇan ——— p poole t tuuṅkak ———
3. aarookkiyatt ——— p paatukaakka uṭaRpayiRci cey.
4. uṭaRpayiRciyaal uṇav ——— jiiraṇikkalaam.

2.
1. uṭal ṉalam ————.
2. ṉiRaiyat tinpavar ————.
3. ———— ṉooyvaayppaṭuvar.
4. ———— makkaḷ ṉaaṭṭin celvam.

3. QUESTION AND ANSWER

1. eppootu aarookkiyam cariyaaka irukkam
2. unavil evai iruntaal nallatu? -
3. evar peritum tuunkuvaar?
4. jiiranam aaka enna ceyya veentum?
5. oru naattin celvam yaar?

4. CONFUSED SENTENCES TO BE SET ARIGHT

1. aarookkiyam mitamaaka iruntaal ceykaikal cariyaaka irukkum.
2. aakaarattil iruntaal niRaiya nallatu vaittaminkal.
3. ketum tuunkinaal poola kumpakarunanai utal nalam

5. WRONG SENTENCES TO BE CORRECTED

1. nalla kalvi iruntaal namakkuk kettatu
2. aakaarattai vaittaminkal ullana.
3. utaRpayiRciyin mun untaal jiiranam aakum.
4. utal nalam illaa makkal naattin celvam.

6. VOCABULARY

alavu	celvam	periya	camayam
utkollum	tinpvan	poola	vaittamin
katavul	tuunkutal	muyaRci	jiirnam
kumpakarnan	payiRci	aakaaram	
ceykai	pala	aarookkiyam	

1. GRAMMAR

1.6 'periya' is also a relative participle but of a different type. Note the following sets.

Set I	Set II
vanta	nalla
cenRa	ulla
irunta	periya
tanta	ciRiya

In set I the relative praticiple marker is added to the tense. They are tense verbs as we called them earlier (1.5.4.). In Set II the relative participle is added to the stem directly because they are tenseless verbs or appellatives (1.5.4). Note also similar sets which follow:

Set III	Set IV
varum	nalla
cellum	uḷḷa
irukkum	periya
kaaṇum	ciRiya

In set III the relative participle marker is zero when it occurs after '–um' the future marker. In Set IV the relative participle marker as in set II is 'a' added to the appellative base.

5. There are atleast three types of concord in a Tamil sentence.

(a) The subject and predicate concord.

For instance the subjects 'avan' 'avaḷ' 'altu' should have a predicate with masculine feminine neuter singular ending respectively except in the case of common verbs.

1. avan vantaan
2. avaḷ vantaaḷ
3. atu vantatu

(b) Tense concord.

1. The conjugated noun with future tense will take a predicate with future tense.

E. g. tinpavarkaḷ paaṭuvaarkaḷ

2. If the time marked is of the past, present or future the tense of the finite predicate should also be of past, present or future respectively. This is shared by all most all languages.

a) neeRRu avan vantaan.
b) inRu avan varukiRaan.
c) naaḷai avan varuvaan.

(c) If the head noun is singular the numeral modifier should be singular. Similarly for plural. This also is shared by all most all languages.

E. g. (a) oru paiyan
(b) iraṇṭu paiyankaḷ

8. SANDHI

The sandhi within a word is called internal sandhi. Between two words the sandhi will be external. Rules of internal and external sandhis will be common.

A few will be varying.

Internal Sandhi:

peri + a > periya

This rule is common to external and internal sandhis.

Sandhi Rule:

1. l + Stop + Stop > R + Stop
   Ext. uṭal + ppayiRci > uṭaRpayiRci
   Int. payil + cci > payiRci.

2. Similar sandhi rule is available for ḷ.
   Ext. uḷ + kkoḷḷa > uṭkoḷḷa
   Int. keeḷ + ttu > keeṭṭu
   One rule will be sufficient for l and ḷ.
   Rule: l/ḷ + Stop + Stop > R/ṭ + Stop
   A few rules related to this are as follows:
   ṭ + t > ṭṭ
   E.g. keeṭ + tu > keeṭṭu
   R + t > RR
   E.g. kal + tt > kaR + tu
   kaR + tu > kaRRu
   They too can be combined
   ṭ/R + t > ṭṭ/RR

Malayalam uses the preassimilated forms such as

ltt and ḷtt

The common cluster patterns of Tamil occurring in the middle of words.

1. Geminates

kk–	akkaaḷ
cc–	paccai
ṭṭ–	caṭṭi
tt–	pattu

pp-	appaa
RR-	kaaRRu
yy-	ceyya
ll-	nalla
ḷḷ-	paḷḷam
vv-	avvai

Only r and ḻ will not geminate.

2. Homo-organic and stop clusters

ṅk-	aṅku
ñc-	pañcu
ṇṭ-	kaṇṭaan
ṉṭ-	vaṉtaan
mp-	cempu
nR-	kanRu

3. Hetero elemental clusters

yk-	ceyka
yt-	ceykaan
yv-	ceyvaan
rk-	ceerka
rv-	ceervaan
lk-	colka
lc-	(valci)
lv-	celvaan
ḷk-	koḷka
ḷp-	(koḷpa)
ḷv-	koḷvaan
Rk-	kaRka
Rp-	kaRpa
Rc-	kaRcilai
ṭk-	veṭkam
ṭp-	taṭpam
ṭc-	kaṭci

4. Three consonant clusters

ykk-	vaaykkaal
ycc-	aaycci
ytt-	poyttii
ypp-	poyppal
rkk-	paarkkum

rcc–	taḷarcci
rtt–	ceertteen
rpp–	ceerppeen
ḻkk–	vaaḻkkai
ḻcc–	makiḻcci
ḻtt–	vaaḻttu
ḻpp–	taaḻppaaḷ

Four consonant clusters are not found in indigenous words.

LESSON 8

paaṭam 8

puttar

1. kapilavastuvil cuttootanan ennum oor aracan aaṇṭu koṇṭiruṉṭaan.
2. cuttootananukku oru makan piRaṉṭaan.
3. avanukku (p)peyar cittaarttan enRu iṭṭanar.
4. kuḷaṉtai (p)paruva mutalee cittaarttan putticaali aaka iruṉṭaan.
5. maṇa (p)paruvam vaṉtatum avan yacootarai ennum kanniyai maṇam ceytaan.
6. koñca ṉaaḷ kaḷittu yacootaraikku oru makan piRaṉtaan.
7. cittaarttan tan makanukku iraakulan enRu peyar iṭṭaan.
8. oru ṉaaḷ cittaarttan ṉakarattai (k)kaaṇa ulaa vaṉtaan.
9. appootu mika vayataana kiḷavanaiyum piṇattaiyum kaṇṭaan.
10. itai (k)kaṇṭataal cittaarttan manattil ulaka vaaḷvin miitu veRuppu (t)toonRiyatu.
11. ovvoru ṉaaḷum aṉta veRuppu vaḷarṉtu vaḷarṉtu vaṉtatu.
12. oru ṉaaḷ iravu cittaarttan manaiviyaiyum makanaiyum viṭṭu (t)tavam ceyya (p)poonaan.
13. mikuṉta tavam ceyta avanukku (p)pootimarattin aṭiyil meelaana ṉaanam piRaṉtatu.
14. meelaana ṉaanam peRRataal avanukku (p)'puttar' ennum peyar eeRpaṭṭatu.
15. pala makkaḷ puttarin vaḷiyai eeRRu (k)koṇṭanar.
16. avanuṭaiya maaṇavarkaḷil palar putta matattai (p)paarata-ttilum parmaa, iṉtooсiinaa, caiyaam, ciloon, ciinaa, tipeettu mutalaaya ṉaaṭukaḷilum parappinar.
17. paaratattil putta matattai (p)parappiyavarkaḷil mutanmaiyaanavar acooka cakkaravartti aavaar.

PATTERNS

6.

		ṉaaḷ		kamalaa	
	koñca	maatam		iṉtiRaa	
	cila	aaṇṭu	kaḷittu	yamunaa	viiṭṭukku varuvaaḷ
	pala	maṇi		kaṅkaa	

10.

viiṭṭai			peṇkaḷ	
aRaiyai		piṭittataal	aaṇkaḷ	atanai
maaṭiyai	kaṇṭatum	ottukkoṇṭa-taal	maaṇavar	virum-pinar
kuuṭattai			aaciriyar	
tiṇṇaiyai		eRRukkoṇṭa-taal		

11.

	aaṇum		anpai	
	peṇṇum		ṉaṭpai	
ovvoru	maaṇavaṉum	ṉaaḷum	irakkattai	vaḷarttu vara veeṇṭum
	maaṇaviyum		oḻukkattai	

12.

miinaavukku	kamalaa		koopam	
mallikaavukku	paalaa		ṉaṭpu	toonRiyatu
ciilaavukku	veelaa	miitu	makiḻcci	toonRavillai
ciitaikku	ṉiilaa		anpu	

EXERCISES

FILL UP THE BLANKS

1) 1. putta matattai iṉtiyaavil parappiyatu ——— aavaar.
2. caṉtiranil mutalil iRaṅkiyatu ——— aavaar.
3. iṉtiyaavin mutal pirntama maṉtiri ——— aavaar.
4. amerikkaavin talai ṉakaram ——— aakum.
5. keeraḷattin talaiṉakaram ——— anRu.

2) CORRECT THE FOLLOWING

1. kiruttuva matattaip parappiyavar camaṇar aavaar.
2. mukammatiya matattaipparappiyatu kaṇpuciyacu aavaar
3. iṉtiyaavil ṉaanku talai ṉakaraṅkaḷil eṭṭup piratama maṉtirikaḷ uḷḷanar.

4. keeraḷattin moḻi malayaaḷam anRu. paṉcaapi aakum.
5. tamiḻnaaṭṭil paayvatu kaṅkai aaRu.

3. QUESTION AND ANSWER

1. puttar yaaruṭaiya makanaay eṅku piRaṉtaar?
2. puttarin manaivi makkaḷin peyar enna?
3. ulaavinpootu puttar enna kaṇṭaar?
4. atanaal avar enna ceytaar?
5. puttaar ñaanam peRRatu eṅku?
6. eṅku eṅku puttamatam paravi uḷḷatu?

4. COMPLETE THE FOLLOWING WITH A SUITABLE WORD

1. putta matam iṉtiyaavil paraviyatu. eenenRaal ....
2. vimaanattil amerikkaavukkup pooka veeṇṭum. eenenRaal.... ....
3. enakku malayaaḷam piṭikkum. eenenRaal ....
4. caakuṉtalam ṉalla kaaviyam. eenenRaal ....
5. ṉaraciṅkam iraṇiyanaik konRaar. eenenRaal ....

5. VOCABULARY

aracan	parappinaar	mutanmai	ciinaa
aaṇṭu	paruvam	meelaana	cuttootanan
ulakam	peyar	vayatu	caiyaam
ulaa	piṇam	vaḷarṉta	tipeettu
eeRppaṭṭatu	piRaṉtatu	veRuppu	parmaa
eeRRukkoḷḷal	makan	acookan	putticaali
kiḻavan	maṇam	iṉtoociinaa	pootimaram
kuḻantai	manaivi	iraakulan	yacootarai
tavam	maaṇavar	kapilavastu	
toonRiyatu	mikuṉta	cittaarttan	
ṉakaram			

6. GRAMMAR

1.3 cuttootanan aracan ---> cuttootanan ennum aracan
When the two nouns refer to the same referent 'ennum' 'enRa' 'aakiya' hookers would be added between the two nouns.

(a) cuttootanan ennum aracan
(b) cuttootanan enRa aracan
(c) cuttootanan aakiya aracan

(i) acookan ennum cakkaravartti.
(ii) acookan enRa cakkaravartti.
(iii) acookan aakiya cakkaravartti.

because the succeeding unit is a noun, enRu, ennum and aakiya are all relative participles.

1.6 'aaṉṭukoṇṭiruṉtaan'. It is past continuous. 'koṇṭiruṉtaan' expresses in general this aspect. Please note

'koṇṭu irukkiRaan'
'koṇṭu iruppaan'

indicating present continuous and future continuous.

3.4 Note the use of enRu connecting the following two sentences.

S.1 (avar) peyar cittaarttan
S.2 (avar) iṭṭaar
S.3 (avar) peyar cittaarttan enRu (avar) iṭṭaar.

A slight change of peyar from the subject position of the first sentence to the predicate position of the second sentence is possible.

'cittaarttan enRu peyar iṭṭanar'

In that case the first sentence would be

S. 1 (avar) cittaarttan
S. 2 (avar) peyar iṭṭaar
S. 3 (avar) cittaarttan enRu (avar) peyariṭṭanar

In this case we have a new type of complex predicate having a noun base and a finite verb. Similar examples are:

(1) ulaa vaṉtaan (8. 5)
(2) kai ceytaan
(3) talai aḷittaan

In both cases 'enRu' serves as a hooker between the two sentences.

4.3 'mutal' — beginning from
The opposite of it is 'kaṭaici' — ending
It is a clitic added to nouns.

5.3 'vaṉtatum' — 'um' is replaceable by 'uṭan'

vaṉtatum — vaṉtavuṭan
poonatum — poonavuṭan
kaṇṭatum — kaṇṭavuṭan

This 'um' is different from the hooker we have already seen because those are not replaceable by 'uṭan'. Note also 'um' in vaṉtatum occurs after a conjugated verb.

6.1 The opposite of 'koñca' is 'ṉiRaiya'

7.2 'cittaarttan tan makanukku' When the two words refer to the same referent 'tan' is substituted for the second.

E.g. cittaarttan cittaarttan makanukku

The second 'cittaarttan' is to be substituted with 'tan' which will match with cittaarttan in concord. 'tan' has got singularity which will match with 'cittaarttan' which is also singular.

9.4 Note a slightly different use of 'um' in this sentence.

S. 1. kiḻavanai k kaṇṭaan
S. 2. piṇattai k kaṇṭaan
S. 3. kiḻavanaiyum piṇattaiyum kaṇṭaan.

Successive objective cases can be combined by 'um'. So also other cases; repetitive verbal nouns and conjugated nouns can be combined in this way with the 'um'.

10.2 Note: 'kaṇṭataal' is different from 'kaṇṭaal'. In 'kaṇṭataal' the 'aal' is instrumental because it is added after a conjugated noun 'kaṇṭatu'.

In 'kaṇṭaal' the 'aal' is conditional added to the verb stem + tense marker.

11.1 'oru + oru' will combines into 'ovvoru'.

11.5 When the same verbs are repeated like 'vaḷarntu vaḷarntu' in order to indicate continuity the 'um' is not used.

15.5 The predicate 'ceRRukkoṇṭanar' is again complex but indicates completive action.

E.g. kaṇṭu koṇṭanar
ceytu koṇṭanar

17.4 Comparison is expressed by a Noun + Locative 'il,. A noun indicating the degree like first to last and the verb.

E.g. aracaril meenmaiyaanavar acookan.
aracaril kiiḻaanavar taimmur.

LESSON 9

paaṭam 9

acookan

1. inRaiya paaṭnaavukku (p)paḻaiya kaalattil paaṭaliputtiram enRu peyar iruntatu.
2. anta(p)paaṭaliputtiram acookanuṭaiya talainakaraay iruntatu
3. pimpicaaranukku (p)pin acookan iraajyapaaram vakittaan.
4. acookan toṭakkattil pala naaṭukaḷai (k)kaippaRRi (t)tannuṭaiya naaṭṭooṭu ceerttukkoṇṭaan.
5. kaṭaiciyil acookan tan paṭaiyai (k)kaliṅka naaṭṭukku anuppinaan.
6. iru naaṭukaḷukkum iṭaiyee oru payaṅkara yuttam uṇṭaayiRRu.
7. pooril pala paṭaikaḷ aḻintana.
8. pala niraparaatikaḷum maṭintanar.
9. itu kaṇṭa acookan irutayam kalaṅkiRRu.
10. atan payan aaka ini yaaraiyum kolvatillai enRu avan tiirmaanittaan.
11. avan putta matattai (t)taḻuvi cattiyam, akimcai, mutaliya koḷkaikaḷai (p)parappinaan.
12. teecattin ellaa iṭaṅkalilum avaRRai (k) kalveṭṭukkaḷil poRittaan
13. pala putta vikaaraṅkaḷaiyum kaRRuuṇkaḷaiyum nirmaaṇittaan.
14. pukaḻ peRRa acookan ninaivai (k)kuRittu acooka cakkarattai nammuṭaiya teeciya (k)koṭiyil ceRRu (k)koṇṭuḷḷoom.

PATTERNS

1.

cantiranukku		maṇi	enRu peyar uṇṭu.
vaṇṭiRku		maa	
puuviRku		malar	
paḻattiRku	k	kani	
viiṭṭiRku		manai	

6.		ṉaaṭukaḷukku		oppaṉtam	
		paṭaikaḷukku	iṭaiyil oru	poor	ceRp-
	iru	aracarkaḷukku		caṇṭai	aṭṭa-
		mannarkaḷukku		uṭanpaṭikkai	tu.

9.	poorai		manam	
	tiiyai		uḷḷam	
	veḷḷattai	kaṇṭa	irutayam	kalaṅkiRRu.
	vaRumai-yai		kaṇ	

10.	aRivin		toṇṭu	
	paṇpin	payan	tiyaakam	ceytal.
	oḻukkattin		utavi	
	anpin		paṇi	

14.		kaaṉtiyin		koḷvoom
	pukaḻ peRRa	ṉeeruvin	ṉinaivai	kaappoom
		vaḷḷuvarin		pooRRuvoom
		akparin		maRavoom

EXERCISES

1. FILLING UP BLANKS

1. tiruvanaṉtapuram keeraḷattin ———— .
2. paracuraamanukku ———— iraaman avatarittaan.
3. ———— uḷḷa veekam ———— varai veeṇṭum.
4. ceeran pala ṉaaṭukaḷai ————
5. kuṇṭu viiccil pala ṉakaraṅkaḷ ———— .
6. kappal muuḻkiyataal palar ———— .

2. QUESTION AND ANSWER

1. paaṭaliputtirattin putiya peyar yaatu?
2. acookanukku mun yaar aaṇṭanar?
3. kaliṅkappooraal acookan aṭaiṉta maaRRam yaatu?

4. putta matattai acookan eppaṭip parappinaan?
5. acookan ṉinaivaaka enna ceytuḷḷoom?

3. WRONG SENTENCES TO BE CORRECTED

1. kaṭakaḷi vaṅkaaḷattiRku uriya kalai.
2. akparukkup pin paapar aracaaṇṭaar,
3. oru mannarukku iṭaikil iru poor ṉaṭaṉtatu.
4. ṉooyaaḷiyaik kaṇṭa puttar makiḻṉtaar.

4. CONFUSED SENTENCES TO BE CORRECTED

1. kal vikaaraṅkaḷum putta ṭuuṇkaḷum toonRina pala.
2. ṉam civappu koṭikil veḷḷai ṉiRaṅkal paccai uḷḷana.
3. aḷiṉtana paṭyikaḷ pooriḷ pala.
4. matattai acookan putta taḷuvinaan.

5. VOCABULARY

aḷital	koṭi	ṉinaivu	iraajyam
iṭaiyee	kolvatu	paṭai	irutayam
inRaiya	koḷkai	payan	cattiyam
kaṭaici	talaiṉakaram	poRittaan	tiirmaanittal
kalveṭṭu	taḷuvinaan	poor	ṉiraparaati
kalaṅkiRRu	toṭakkam	maṭiṉtanar	ṉirumaaṉittal
kaliṅkam	ṉaaṭu	yaar	payaṅkaram
kaRRuuṇ		vakittaan	paaṭnaa
kuRittal		akimcai	paaṭaliputtiram
kaippaRRal		acookan	paavam
			pimpicaaran
			yuttam
			vikaaram

6. GRAMMAR

1.1 'inRaiya', ṉaaḷaiya 'ṉeeRRaiya' are appellative Relative participles. Note 'inRu' changing into 'inRai'

'ṉeeRRu' changing into 'ṉeeRRai'
which are similar to the oblique forms.

3.2 'pin meaning 'after'. It occurs after a noun in the dative case suffix opposite of it is 'mun'. meel x kiiḻ

6.3 The clitic 'iṭai' like 'pin' and 'mun' mentioned above means between. The 'um' which occurs after the case suffix -kku is optional in this case. When it occurs it would indicate completiveness. The rule for such an occurrence of 'um' is a

(a) numeral noun+um :: ṉuuRu +um
(b) numeral adjective + Noun + um :: ṉuuRu manitarkaḷ um

(c) collective noun like anaittu + um
ellaar + um

Note also ellaa iṭaṅkaḷilum (9.12.3).

14.12 'uḷḷoom' The subject of uḷḷoom is noun (First Person).

Note one pattern of combination of first person and second person with other persons and the ending verbs. The rules are (a) First person + Second person subjects will take First person plural predicate. (b) Second person + Third person subjects will take second person plural predicate. If in the subject the first person will be available the predicate will be in the first person. If only the second person is available then the predicate will be in the second person.

Restated the Rules are

a) F + S > F. pl.
b) F + S + T > F. pl.
c) S + T > S. pl.

LESSON 10

paaṭam 10

irayilvee nilayam

1. liilaa: appaa, inRu ñaayiRRu (k) kiḻamai allavaa? naam irayilvee sṭeesanukku (p) poovoom
2. appaa: cari, poovoom.
3. liilaa: ettanai maṇikku (p) poovoom?
4. appaa: naalu maṇikku mataraasu meyil varum, appootu poovoom.
5. liilaa: naam ṭaaksiyil taanee pookiRoom?
6. appaa: ṭaaksiyil etaRku? passil poovoom. ippootu muunRarai maṇi aakaiyaal passukku neeram aayiRRu.
7. appaa: itu irayilvee sṭeesan.
8. liilaa: oohoo! evvaḷavu periya kaṭṭiṭam ! naam uḷḷee poovoom
9. appaa: piḷaaṭpaaram ṭikkaṭṭu vaaṅkikkoṇṭu pookalaam.
10. liilaa: etaRku ṭikkaṭṭu vaaṅkaveeṇṭum? naam eṅkum poovatillaiyee.
11. appaa: illai. atu vaaṅkaamal pḷaaṭpaamil pooka (k) kuuṭaatu naan ṭikkaṭṭu vaṅka (p) pookiRcen.

xxx xxx xxx xxx

12. liilaa: appaa! irayil itu varai cen varavillai?
13. appaa: paar! siknal koṭuttaayiRRu. irayil aintu miniṭṭil uḷḷee vantu viṭum.
14. lillaa: aṅkee maṇi aṭippatu etaRku?
15. appaa: atu irayil varuvataRku aṭaiyaaḷam. atu taan elloorum tayaaraay niRkinRanar.
16. liilaa: atoo irayil varukiRatu.
17. appaa: naam pakkattil poovoom. vaa

PATTERNS

1.

inRu	ñaayiRRukkiḷamai tiṅkaṭkiḷami cevvaaykkḷamai putankiḷamai viyaaḷakkiḷamai veḷḷikkiḷamai canikkiḷamai	allavaa? taanaa?

3.

ṉiiṅkaḷ avarkaḷ taaṅkaḷ	ettanai maṇikku	kalluurikku viiṭṭukku paḷḷikku	pooka cella	veeṇṭ- um?

10.

ṉiiṅkaḷ taaṅkaḷ	inRu taan vaṉtiirkaḷaa ? cennaiyiliruṉtutaan varukiRiirkaḷaa ? aaṅkilattil taan peecuviirkaḷaa ? taniyaakattaan irukkiRiirkaḷaa ?

11.

paṇam kaacu ruupaay paicaa	koṭukkaamal taraamal	irayilil passil vaṉtiyil ṭaaksiyil	pooka cella	muṭiy- aatu.

EXERCISES

1. FILL UP THE BLANKS

1. inRu canikkiḷamai ————.
2. ṉaam inRu maalai eṅku poov ————,
3. paṇam illaatapootu————vimaanattil pooka veeṇṭaam
4. ippootu aiṉ ——— maṇi ————.
5. irayilukku ———— aayiRRu.

2. CORRECT THE MISTAKES

1. kaaṉtiji ivvaḷavu periya manitar?
2. kappalil eeRi ṉilattaik kaṭakkalaam.

3. ṉii etaRkuc ciiṭṭu vaaṅkuvoom?
4. ciiṭṭu vaaṅkaamal irayilil pookalam.
5. ṉaam cinimaavukkup pookiReen.

3. CONFUSED SENTENCES TO BE SET ARIGHT

1. tiruvanaṉtapuram vaṇṭi itu een varavillai varai ?
2. oru avan viiṭṭiRku maṇikkuḷ varuvaan.
3. kampattil kaṭṭuvatu ṉaam etaRku koṭiyai ?
4. meekam kariya vaṉtataRku aṭaiyaaḷam maḷai.
5. yaanaikku pooka enakku arukil payam.

4. SELECTED VOCABULARY.

aṭippatu	elloorum	tayaar	mataraasu
aṭaiyaaḷam	evvaḷavu	ṭaaksi	miniṭṭu
atoo	enRum	ṭikkaṭṭu	meyil
allavaa	oohoo	ṉiRkinRaar	muṭiyaatu
aayiRRu	kaṭṭiṭam	ṉeeram	liilaa
irayilvee	cari	pakkam	varai
illai	siknal	passu	viṭum
ettanai	sṭeesan	piḷaaṭpaaram	
etaRku	ñaayiRRuk-kiḷamai	maṇi	

5. GRAMMAR

1.5 'allavaa' is an alternate negative with an interrogative marker. The appropriate answer for this is 'yes' or 'no'. Another type of alternate negative question occurs in between two nouns.

E.g. iraaman allavaa ivar ?

In this sentence 'allavaa' can be translated as 'Is he not iraaman ?' eliciting 'yes' or 'no' answer.

2.1 'cari', 'aakaṭṭum', 'um' and even 'paarppoom' will indicate in conversation acceptance of the view points of the others.

5.3 'ṭaaksiyil taanee' here 'taan' confirms the travel in the taxi. The 'ee' is a question marker. Two types of 'ee,s are already noted by us.

1) confirmative + Noun
2) interrogative

Sometimes indicating doer.

8.1 'ooho!' is an exclamation often used in suspicion admiration and also with other meanings depending on the intonation of the s peaker.

11.6 The complex verb 'pookakkuuṭaatu' has the subject 'ṉaam' which is understood. Note the following sentences.

ṉaam	—	pooka		veeṇum
		pooka		veeṇṭaam
		pooka		muṭiyum
		pooka		muṭiyaatu
		pooka	k	kuuṭum
		pooka	k	kuuṭaatu

It is the negative which falls with the 'ceyyum' type.

12.1 In the conversation some verbs are used to draw the attention of the hearer.

6. PRONUNCIATION

1.3 'kiḻamai' while pronouncing 'kiḻamai' the Malayalis should note that 'ai' will end words in Tamil as in 'kai' in Malayalam.

9.1 piḷaaṭpaaram (Platform). In foreign word p repesents the labio-dental voiceless fricative 'f' also, as in platform.

LESSON 11

paaṭam 11

kalluuri aaṇṭu viḻaa

1. sureeṣ: rameeṣ, ṉeeRRu uṅkaluṭaiya kalluuri aaṇṭu viḻaa allavaa? ennavellaam viseeṣam ṉaṭaipeRRatu?

2. rameeṣ: aamaam. ṉeeRRu (t)taan ṉaṭaṉtatu. mika ṉanRaaka iruṉtatu. ciRappu viruṉtinaraaka (k)kalvi amaiccar vaṉtiruṉtaar. avar ṉanRaaka (p)peecinaar. mukkiyamaaka maaṇavarkaḷ araciyalil iruṉtu vilaki ṉiRka veeṇṭum enRu avar upateecittaar. kuuṭṭatti-Rku (k)kalluuri (p)pirincipaal talamai vakittaar.

3. sureeṣ: kalai ṉikaḻccikaḷ onRum irukkavillaiyaa?

4. rameeṣ: iruṉtatu. kamalaa teeviyin parata ṉaaṭṭiyam mika ṉanRaay iruṉtatu. kalluuri maaṇavarkaḷuṭaiya kuḻuppaaṭal ṉanRaay illai. aanaal, ciitaiyin karnaaṭ-aka icai elloorkkum piṭittiruṉtatu. ṉaaṭakattil talaivanaaka ṉaṭitta mookanukku (p)pirincipaal par-icu koṭuttaar. potuvaaka ṉikaḻccikaḷ ṉanRaaka iruṉtana. elloorum tirumpiya pootu iravu maṇi muunRu aayiRRu. ippootu enakku (t)tuukkam varukiRatu. ṉaan pookaṭṭumaa? vaṇakkam.

5. sureeṣ: vaṇakkam.

PATTERN

1.

ṉeeRRu		kaariyaṅkaḷ	ṉaṭaṉtana?
poona caniyanRu	ennavellaam	ceyalkaḷ	aayina?
poona veeḷḷiyanRu		viḻaakkaḷ	muṭiṉtana?

2.

mukkiyamaaka	piḷḷaikaḷ	poyyarkaḷitamiruṉtu	viḷaka veeṇṭum
	maaṇavarkāḷ	tiruṭarkaḷiṭamiruṉtu	
	talaivarkaḷ	vaṉcakariṭamiruṉtu	
	ciRuvarkaḷ	coompeerikaḷiṭamiruṉtu	

3.

iṉta	iṭṭali	piṭikkaatu	aanaal aṉta	toocai	piṭikkum	uḷḷatu
	kaappi	veeṇṭaam		teeṉiir	veeṇṭum	
	kuḷampu	ṉanRaay		paayacam	ṉanRaay	
		illai			nallatu	
	kaay	keṭṭatu		paḷam		

4.

ellaam	muṭiṉta	pootu maṇi	onRu	aayviṭṭatu
	tiirṉta		iraṇṭu	
			muunRu	
			ṉaanku	
			aiṉtu	
			aaRu	
			eeḻu	
			eṭṭu	
			onpatu	
			pattu	

EXERCISES

1. FILLING UP THE BLANKS

1. ṉeeRRu eṅkaḷ viiṭṭil ——— viseeṣaṅkaḷ ṉaṭaṉtana.
2. eecutaacin paaṭṭu ——— ——— irukkum.
3. ——— ṉiiṅkaḷ teervukku vara ——— .
4. avarkaḷ viiṭṭil kaappi ——— koṭukka ——— ?
5. ṉaaṭakam ——— irukka ṉalla ——— veeṇṭum.

2. TRANSLATE THE FOLLOWING INTO TAMIL

1, This is a pen.
2. That is a table.
3. I will go there.
4. Sita may come to-day.

5. He is going to Bombay.
6. She is Rama's mother.
7. He will come to-morrow.
8. Father gave an umbrella.
9. Asoka was a great emperor.
10' There is a teacher in the class.

3. CORRECT THE MISTAKES

1. a̱nta ṉaaṭakam cuvaiyaaka iruṉtana.
2. mutal amaiccar paricukku paalanai koṭuttaar.
3. ṉeeRRu elloorum tirumpumpootu ṉeeram aȧkum.
4· ippootu avanukku paci vaṉtatu.
5. unakku vaṇakkam kuuRat terivaar.

4. CONFUSED SENTENCES TO BE SET ARIGHT

1. talamai ṉeeRRu mutalvar vakittaar viḷaavukku.
2. kuḷu ṉanRaaka kalluuri maaṇavarkalin illappaaṭṭu.
3. talaivan ṉaaṭakattil aaka mookan ṉaṭittaan.
4. iruṉtana potuvaaka ṉanRaaka ṉikaḷccikaḷ.

5. SELECTED VOCABULARY

araciyal	kuḷuppaaṭal	ṉaṭittal	paratam
icai	kuuṭṭam	ṉaṭaipeRRana	piṭittal
ennavellaam	ciRappu	ṉaaṭṭiyam	mukkiyam
kamalaa teevi	cuvai	ṉaaṭakam	mookan
karṉaaṭakam	talaivan	ṉikaḷcci	rameeṣ
kalai	tirumpal	ṉiRka	viseeṣam
kalvi	tuukkam	ṉeeRRu	sureeṣ

GRAMMAR

1.8 'ennavellaam' — ellaam is a collective noun. Normally it has concord relationship with the object it covers.

avarkaḷ	ellaarum
avai	ellaamum

The 'enna' before is an interrogative, meaning 'what'.

avai — evai } ----> enna
atu — etu }

avan — evan }
avaḷ — evaḷ } ---> yaar
avar — evar }

2.1 'aam' indicates one's agreement with the hearer. When it is duplicated it confirms the agreement.

3. Indicator of totality 'um' added after a numeral base or collective base will give a meaning of totality or entirety.

onRum irukkavillai
onRu + um = even one

Note also the contrast.

S.1 muunRu vaṉtana
S.2 muunRum vaṉtana

In the first, out of several, three came

In the second, all the three came.

Note 4.16 elloorkkum when 'um' occurs after the collective noun 'elloor' and dative case -kk-

4.45 'pookalaamaa' is a complex verb indicating permissiveness or desire

pookaṭṭum — let me go
pookaṭṭumaa — shall I go

Note also the complex form 'koṭuttaayiRRu' which means that action is complete (10.13)

CULTURAL NOTE:

When the people meet it is normal to greet each other with the word 'vaṇakkkam'.

'namaskaaram' is common among Brahmins.

'kumpiṭukiReen' is common in the low class dialects.

(Low class is a technical term in Linguistics)

LESSON 12

paaṭam 12

yaanai kuuRum tan varalaaRu

1. ṉaan oru caataaraṇa vilaṅku.
2. ennuṭaiya tan varalaaRaaka (c) colla onRumee illai.
3. tan varalaaRu eḻutum paḻakkam uḷḷavar periyooree.
4. en periya uṭal tavira veeRu perumai onRum illai.
5. aayinum periya uṭal maṭṭumee uḷḷa aaṭkaḷ taṅkaḷuṭaiya tan-varalaaRRai eḻutiyatai (k) kaṇṭa pootu enakkum een eḻutakkuuṭaatu enRu toonRiRRu.
6. ṉaan piRaṉtatum kaaṭṭilee.
7. vaḷarṉtatum kaaṭṭilee.
8. aanaal vanattin peyar enakku ṉinaivillai.
9. pala periya aaṭkaḷum taṅkaḷuṭaiya piRaṉta iṭattaiyum cuRRattaaraiyum maRappatillaiyaa?
10. en iḷamaiyil ṉaan virumpiyatu ellaam kiṭaittatu.
11. anRu evvaḷavu cukamaay iruṉtatu!
12. imppootu eṅkee inpam?
13. yaaroo ennaippiṭittu iṅkee koṇṭu vaṉtaarkaḷ.
14. anRumutal ennuṭaiya ellaa urimaiyum pooyviṭṭatu.
15. ippootu en kaḻuttil oru kayiRu irukkiRatu.
16. ippaṭi aṭimai aavatu en viti poolum.
17. oruvan maRRoruvanuṭaiya kaḻuttil kayiRu iṭa muyaRci ceykiRaan.
18. ippootu kaṭṭil kiṭaṉtu tuṉpa (p) paṭukiReen.
19. teyvattai (p) piraarttanai ceyvatu allaamal veeRu upaayam illai.
20. puraatana kaalattil kajeeṉtiranukku mootcam kiṭaittatu.
21. atu poola enakkum mootcam kiṭaikkalaam.

PATTERN

3

viḷaiyaaṭum		jappanil	uṇṭu
paaṭum	paḷakkam	in̲tiyaavil	illai
peecum		paakistaanil	mikuti
n̲aṭakkum		areepiyaavil	kuRaivu

5

	poycolla		enakku	
	paaṭam paṭikka		avanukku	toonRiyatu
een	katai keeṭka	kuutaatu ena	avaḷukku	paṭṭatu
	cinimaavukku-ppooka			
	vimaanattil paRakka		palarukku	

11,12

	inpam		onRum	
	tunpam		etuvum	
appootu evvaḷavoo	makiḻcci	ippootu	ciRitum	illai
	kalakkam		caRRum	

19

kaṭavuḷai	n̲ampuvatu		veeRu	
allaavai	toḻuvatu	allaamal	piRa	vaḻi-
ceecuvai	vaṇaṅkuvatu		maRRa	illai
civanai	piraarttippatu			

EXERCISES

1. FILLING UP THE BLANKS

1. kavitai paṭippatu ——— inpam!
2. tiiyai ——— veyil cuṭukiRatu.
3. ——— kaalattil toolaaṭai aṇin̲tirun̲tanar.
4. ——— ——— paḷḷikku n̲ii varukiRaay.

2. QUESTION AND ANSWER

1. muunRu vilaṅkukaḷin peyaraik kuuRuka.
2. n̲iiṅkaḷ piRan̲tu vaḷarn̲ta iṭaṅkaḷ evai?

3. yaanaiyin kaḷuttil uḷḷa kayiRu etaik kaaṭṭukiRatu?
4. kaṭavuḷai een vaṇaṅkukiRoom?
5. yaaruṭaiya tanvaraḷaaRRaip paṭittirukkiRiirkaḷ?

3. CORRECT THE MISTAKES

1. ennai tanvaralaaRu tunpam tarum.
2. periya uṭal tavira veeRu perumai uṇṭu.
3. ṉaan piRaṉtatum kaaṭṭiḷukku.
4. iḷamaiyil virumpiyatu onRu kiṭaittatu.

4. CONFUSED SENTENCES TO BE SET ARIGHT

1. anRu cukamaay iruṉtatu avvaḷavee!
2. anRu en mutal ellaa pooyviṭṭatu urimaiyum.
3. en kaḷuttil kayiRu irukkiRatu ippootu oru.
4. ippootu kiṭaṉtu tunpappaṭukiReen kaṭṭil.

5. SELECTED VOCABULARY

aayiram	kaaṭu	teyvam	mutal
iḷamai	kiṭaittatu	toonRiRRu	mooṭcam
uṭal	kuuṭaatu	paḷakkam	yaanai
upaayam	cukam	piṭittu	vaḷarṉtatu
urimai	cuRRam	piraarttanai	vanam
kayiRu	takuti	puraatanam	viti
kaḷuttu	tavira	perumai	veeRu
kajeeṉtiran	tanvaalaaRu	maṭṭum	

GRAMMAR

4.5.6 Please note the construction 'veeRu perumai'. The 'veeRu' occupies a position normally occupied by relative participles.

E. g. ṉalla perumai

But 'veeRu perumai' is slightly different from 'ṉalla perumai' when they are expanded.

E.g. perumai ṉallatu ——> ṉalla perumai
perumai veeRu uḷḷatu ——> veeRu uḷḷa perumai
veeRu perumai

Here the 'uḷḷa' is also deleted. This difference has to be noted. 'uḷḷa' or 'aakiya' occurs as the previous unit. i.e. 'veeRu' should be the finite verb form. Please note:

ṉallatu perumai <—— ṉallatu aakiya perumai

But 'ṉalla aakiya perumai' is not possible. 'ṉalla' is here a relative participle form. 'veeRu' can end in sentences.

E. g. 'perumai veeRu'. So also the following sentences.

veeRu uḷḷa perumai
veeRu perumai

5.1. 'aayinum' is a hooker of the sentences with the following general rules. If sentence 1 is a negative by marking or by meaning sentence 2 will have a verb stem in the positive. If sentence 1 is a positive sentence 2 will be negative by marking.

Alignment of opposite sentences

Negative		Positive
avan maRuttaan	aayinum	
avan taṭuttaan	eninum	manaivi cenRaaḷ
avan katavu aṭaittaan	(maRuttaalum)	
avan anumatikkavillai		

Positive		Negative
avan anumati koṭuttaan	aayinum	
avan icaiṉtaan	eninum	manaivi poo-
avan katavu tiRaṉtaan	(koṭuttaalum)	kavillai
avan vaḷi kaaṭṭinaan		

NOTE: The simultaneous –um occurring after finite verb varum and the numeral -um are two different categories.

E.g. vaṉtaalum varaaviṭṭaalum itu naṭakkum.

11.2 Please note the use of 'evvaḷavu'. Though the form is interrogative in certain contexts, here it means completeness entireity, totality etc. as distinct from the interrogative meaning 'what measure', 'what type' etc. The intonation will be different in the case of totality.

16.1 'ippaṭi' as against 'appaṭi' and 'eppaṭi' means 'thus', similarly' and 'in this manner'.

16.6 The 'poolum' is finite verb which indicates uncertainly probability and likelihood.

21.2 (atu)'poola' is different from the 'poolum' which we discussed above. 'poola' is a gerund which expresses similaarity.

21.5 'kiṭaikkalaam' indicates the possibility. It is a complex verb consisting of a verbal noun + 'aam'. Similar is 'paarkkal-aam'.

LESSON 13

taaj makaal

1. taaj makaal ulakattilee aticayaṅkaḷil onRu.
2. itu aakraavil uḷḷatu.
3. atanuṭaiya aḷaku ulakappukaḷ peRRatu.
4. itu mukalaaya cakkaravartti saajakaan kaṭṭiyatu.
5. tannuṭaiya piriyamaana pattini mumtaajin n̲inaivaaka itaik kaṭṭinaan.
6. taaj makaal yamunai n̲atikkaraiyil uḷḷatu.
7. aakraa (k)kooṭṭaiyiliirun̲tu paarttaal taajmakaal yamunai aaRRin maRu karaiyil uḷḷaṭoo enRu toonRum
8. kooṭṭaiyil oru tanitta iṭattiliirun̲tu oru tuḷaiyin vaḷiyaaka n̲aaḷum taaj makaalai (k)kaaṇuvatai saajakaan vaḷakkamaaka meeRkoṇṭirun̲taan.
9. taaj muḷuvatum paḷiṅku koṇṭu kaṭṭappaṭṭuḷḷatu.
10. atanaal veṇṇilavil taaj makaal mika aḷakaaka (t)toonRum.
11. kaṭṭiṭam mika (p)periyatu anRu.
12. aayinum atu muḷuvatum ciRpa veelaikaḷum pala n̲iRamuṭaiya vilai uyarn̲ta kaRkaḷ iḷaitta aḷankaaramum uṭaiyatu.
13. taaj makaalin uḷḷee saajakaan mumtaaj aakiyoorin kallaRai uḷḷana.
14. ulakattiluḷḷa ellaa n̲aaṭṭu yaattiriikarkaḷum taaj makaalai (k)kaaṇa varukiRaarkaḷ.
15. ovvoruvarum tam vaaḷn̲aaḷil orumuRaiyaavatu itai (k)kaaṇa veeṇṭum.

PATTERNS

5.	tan̲taiyin			n̲uulakam	
	taayin	n̲inaivaaka	in̲ta	kaṭṭiṭam	uḷḷatu
n̲am	talaivarin	ñaapaka-	an̲ta	pan̲tal	irukki-
	aRiñarin	maaka		manRam	Ratu

7.

tirucci		paarttaal	vayal	
ceñci	kooṭṭaiyil	kaṇṭaal	maram	ellaam
tiṇṭukkal	ṉinRu	ṉookki-	malai	teriyum
paalakkaaṭu		naal	coolai	

8.

katavin		viiṭṭiRkuḷ	kaaRRu	
cannalin	vaḷiyaaka	aRaikkuḷ	veḷiccam	varuki-
palakaṇi		taaḷvaaratttil	maṇam	Ratu
iṭaiveḷi		meeṭaiyil	ṉaaRRam	

12.

	koṭiya	puliyum	periya	ciṅkamum	
kaaṭci caa-	aḷakiya	mayilum	ciRiya	mainaavum	uḷḷana
laiyil	ṉalla	kuyilum	meliṉta	kiḷiyum	

EXERCISES

1. ANSWER THE FOLLOWING QUESTIONS

1. ulakin aticayaṅkaḷ ettanai ?
2. taaj makaalai yaar kaṭṭinaarkaḷ?
3. yaar ṉinaivaakat taaj makaal kaṭṭappaṭṭatu?
4. taaj makaal eṉta aaRRin karaiyil uḷḷatu?
5. saajakaan taaj makaalai etan vaayilaakap paarppatu vaḷakkam?
6. taaj makaal mikap periya kaṭṭiṭamaa?
7. taaj makaalai eppaṭik kaṭṭiyuḷḷanar?
8. eppootu paarttaal taaj makaal aḷakaaka irukkum?
9. taaj makaalinuḷ evai uḷḷana?
10. keeraḷattil ovvoruvarum kaaṇaveeṇṭiyavai enRu kuuRuka

2. CORRECT THE MISTAKES

1. taaj makaal saajakaanaik kaṭṭinaar.
2. yamunai karaiyuṭaiya taaj makaal aḷakaanatu.
3. kooṭṭaikkut tuḷai vaḷiyaakap paarttaal atu teriyum.
4. veṇṇilaavukku taaj makaal mika aḷakaay irukkum.
5. taaj makaalinmeel kallaRaikaḷ uḷḷatu.

3. CONFUSED SENTENCES TO BE SET ARIGHT

1. koottaiyaik kattinavan tippu paalakkaattu colvar enRu.
2. meeRku kallikkottai kataRkarayil ullatu.
3. aalvaay anRu alakaay civaraattiri irukkum.
4. yaanaikalaiyum puurattil vaana veetikkaikalaiyum paa-rkkalaam tiruccuur.
5. paracuraamar irukkiRaar koovilul tiruvallam.

4. SELECTED VOCABULARY

aticayam	karai	taaj makaal	mumtaaj	saaja-
alaṅkaaram	kal	tulai	yamunai	kaan
aakraa	kallaRai	naatu	yaattiriikarkal	
aakiyoor	koottai	paliṅku	valakkam	
ilaittal	ciRpam	maRu	vilai	
ovvoruvar	tanitta	mukalaayar	vennilavu	

5. GRAMMAR

1.3 'ulakattile' 'ee' is colloquial as indicated earlier(12.6.3) So also in ul (13.13.2). It will become ullee.

12.4 'ciRpa' in sandhi is from cil + ppa The early form is retained in Malayalam. The changed form as indicated above is retained in Tamil.

14.8 Note 'varukiRaarkal' will have a free variant form 'varukinRaar' which is already explained.

It has two restrictions of which one has been pointed out already.

i.e. 'kal' cannot de added after varukinRanar.

The second restriction is after 'kiRu' the 'anar' form is not possible.

i.e.*'varukiRanar' is not possibie. So also *'varufiinRanarkal' is not possible.

15.1 Sandhi Rule

o + oru > ovoru > ovvoru

Rule (1) {o, oo, u, uu} + V > {o, oo, u, uu} v+V

Rule (2) {(c) v + cu, (c) vc + v} > {(c) v ccv, (c) vcc v}

LESSON 14

inpaccelavu

1. naaṅkaḷ elloorum oru naaḷ kanniyakumaryai (k) kaaṇa veeṇṭumenRu tiirmaaittoom.
2. kaalaiyil oru tani passil naaṅkaḷ puRappaṭṭoom.
3. cilar paaṭṭu (p) paaṭikkoṇṭiruntanar
4. cilar kai taṭṭikkoṇṭiruntanar.
5. veeRu cilar iyaRkaiyin aḻakai (p) paarttu (k) koṇṭiruntanar.
6. naakarkoovilukku (c) cenRapootu kaapi kuṭittoom.
7. kanniyaakumaari cenRapootu mani pattaayiRRu.

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8. passiliruntu iRaṅkiyatum uṭanee naaṅkaḷ kaanti maṇṭapam kaaṇappoonoom.
9. aṅkee iruntu paranta camuttirattai (k) kaṇṭu aanantittoom.
10. eṅkaḷuṭaiya valatu pakkam arapikkaṭal; iṭatupakkam vaṅkaaḷa virikuṭaa (k) kaṭal; munnar intu makaa camuttiram.
11. enna aRputamaana kaaṭci!
12. pinnar naaṅkaḷ kanniyaakumari teeviyin taricanattiRku (p) poonom.
13. aḻakaana anta (c) cilaiyai (k) kaṇṭu eṅkaḷuṭaiya uḷḷattil pakti niRaintatu.
14. appootu panniRaṇṭu maṇi aayiRRu.
15. naaṅkaḷ uṇavu viṭutiyil pooy uṇṭoom.
16. cooRu mika naaRay iruntatu.
17. cilar vaaḻaippaḻamum toocaiyum cappiṭṭanar.

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18. maalaiyil naaṅkaḷ viveekaanantar paaRaiyai (k) kaaṇa (p)paṭakil poonoom.
19. atan ciRpa (p) kalaiyai (k)kaṇṭu aticayittoom.
20. aṅkiruntu tirumpi varumpootu kaṭiravan maRaiyum neeram aayiRRu.

21. atai (k)kaaṇumpootu mikavum inpamaaka iruṉtatu.
22. tirumpi (p)poonapootu eṅkaḷuṭaiya maṉatil kaṉniyaakuma-riyin kaaṭcikaḷ ṉiRaiṉtu ṉinRana.

PATTERNS

8.

talaivaraikkaṇṭatum		vaṇakkam ceytanar
koovilaip paarttatum		maalai pooṭṭanar
kaviñarai eṇṇiyatum	uṭanee	kai eṭuttuk kumpiṭṭanar
ṉaaṭṭai ṉinaittatum		talai taalṉtu toḷutanar

10.

eṅkaḷ kaarukku		kaṭal		malai
uṅkaḷ viiṭṭukku	valatu	tennai	iṭatu	ṉelli
avarkaḷ maaḷikaikku	pakkam	paatai	pakkam	meeṭu
taṅkaḷ koovilukku		vaay-kkaal		kunRu

18.

kollattiRku		kaaril	
ponmuṭikku		vaṇṭiyil	
muuṇaaRukku	pooka	taaksiyil	cenRoom
piirimeeṭṭiRku		caikkiḷil	

EXERCISES

1. ANSWER THE QUESTIONS

1. kanniyaakumari pookumpootu passil enna ceytanar ?
2. kaapi eṅku kuṭittanar ?
3. kanniyaakumariyil mutanmutalaaka etaippaarttanar ?
4. kumariyil uḷḷa muunRu kaṭalkaḷ evai ?
5. teeviyaip paartta pootu enna uṇṭaayiRRu ?
6. eṅku uṇavu uṇṭanar ?
7. eppootu viveekaanaṉtar paaRaikkup pooyinar ?
8. katiravan maRaivu eppaṭi iruṉtatu ?

9. tirumpiyapootu manatil n̲iRain̲tatu etu ?
10. inpaccelavu cella n̲iiṅkaḷ virumpukiRiirkaḷaa ?

2. FILL UP THE BLANKS

1. viiṭṭukkuc cenRa ———— maṇi eṭṭu irukkum.
2. aṅku ———— ellaa k kaaṭcikaḷum kaṇṭoom.
3. ———— tunpam n̲iRain̲ta ulakam itu ?
4. cookam————an̲tak kataiyaippaṭittaal kaṇṇiir varum.
5. atuvum ———— aḻakaaka irun̲tatu.

3. CORRECT THE MISTAKES

1. n̲aaṅkaḷ oru n̲aaṭkaḷ ceelattiRkuppoonoom·
2. ceelam cenRapootu pattu maṇikaḷ aayina.
3. uṭanee maamaa viiṭṭaal paarttoom.
4. avar evvaḷavu periya viiṭaay irun̲tatu.
5. n̲aaṅkaḷ viiṭṭil cenRu uṇṭaar.
6. cilar toocai caappiṭṭaan.
7. maalaiyil kalluuriyil poonoom.
8. aaṇṭu viḻaa aḻakaaka irun̲tana·
9. n̲eeRRaiya n̲aaṭakam n̲anRaaka irukkum.
10. pinnar maamaavin viiṭu tirumpiyatu.

4. CONFUSED SENTENCES TO BE SET ARIGHT

1. cilar cilar paaṭṭu taṭṭinar kai paaṭinar.
2. kaapi cenRa pootu n̲aakarkoovil kuṭittanar elloorum.
3. kaṭalai pootu aḻakaana inpam toonRiRRu paartta.
4. cooRu irun̲tatu n̲anRaay mika.
5. mika atu inpam yaavarum collinar enRu.

5. SELECTED VOCABULARY

arapikkaṭal	toocai
aRputam	n̲anRu
in̲tumakaa camuttiram	n̲aakarkoovil
iyaRkai	n̲iRain̲tatu
uṇavu viṭuti	pakkam

katiravan	pakti
kanniyaakumari	paṭaku
kaapi	paranta
kuṭittoom	paaṭṭu
kaitaṭṭal	paaRai
camuttiram	maṇṭapam
cilai	maRaivu
taricanam	vaṅkaaḷa viriku-
teevi	ṭaak kaṭal
	viveekaanantar

GRAMMAR

1. 2 'elloorum' is a collective noun. Similarly 'anaivarum' is a free variant in this context. 'naaṅkaḷ attanai peerum' is also possible. For neuter nouns the collective pronoun is 'ellaam', 'muḷuvatum' and 'anaittum'.

11. 'enna aRputamaana 'kaaṭci' The sentence is not an interrogative sentence. Though it has 'enna' which is an interrogative pronoun. Question sentences are indicated.

(1) by the interrogative marker and

(2) by the rising intonation towards the end of the sentence. Without intonation an interrogative will mean a statement sentence especially of wonder, assertion etc. If a question will have a pitch pattern of 2, 3 steep rise will occur in the final word of the sentence. If it is a non-interrogative sentence the final word will have a pitch pattern of 3, 1 fall. Any statement sentence even without an interrogative pronoun will become a question if it has an interrogative pitch pattern. Any interrogative sentence with an interrogative pronoun will become a statement sentence if it has a pitch pattern of the statement sentence i. e., 3, 1 fall. This is an important point to be noted.

LESSON 15

ciṅkamum muyalum

1. oru kaaṭṭil oru ciṅkam vacittu vaṉtatu.
2. atu ṉaaḷum viruppam poola uyirkaḷai (k)konRu koṇṭiruṉtatu.
3. itu kaaraṇamaaka ellaa vilaṅkukaḷum peritum payappaṭṭana.
4. enna ceyyalaam enRu elloorum ciṉtittanar.
5. oru ṉaal avarkaḷ kuuṭi oru upaayam kaṇṭupiṭittanar.
6. avar elloorum ciṅkattiṭam aṇṅuki"iṅṅanam ṉaaḷum uyirkaḷai (k) kolla veeṇṭaam.
7. ṉaalum ovvoru vilaṇkaay uṇaviRkaaka vara (c)ceyvoom" enRu kuuRina.
8. iṉta eeRpaaṭṭai (c)ciṅkam aṅkiikarittatu.
9. ammuRaiyil ovvoru ṉaaḷum ovvoru vilaṇku vaṉtatu.
10. koñca ṉaaḷ kaḷittu oru muyalin muRai vaṉtatu.
11. muyal iṅṅanam aaloocikka (t)toṭaṅkiyatu.
12. "ṉaan etaRkaaka ṉeerattil pooka veeṇṭum ?
13. enna aanaalum ciṇkam ennai (k)kolḷum.
14. taamatittu (p)poonaal ciṇkattiRku (k)koopam varum.
15. vaṉtaal varaṭṭum.
16. ettanai koopam vaṉṭaalum ennai iraṇṭu muRai kollappoovatu illaiyee."
17. ivvaaRu tanakkuttaanee muyal collikkoṇṭee mikavum kaalam kaṭaṉtu cenRatu.
18. muyalinai (k) kaṇṭatum ciṅkam karjittu "een taamatam ? enRu keeṭṭatu.
19. muyal mikavum vinayattooṭu "makaap (p)pirapuvee ! ṉaan cariyaana camayattil varaviruṉteen.
20. aanaal vaḷiyil taṇkaḷaikkaaṭṭilum valimaiyuṭaiya maRRoru ciṅkam ennaittaṭuttu ṉiRuttiyatu. " ena (k)kuuRiyatu.
21. itu keeṭṭa ciṇkam payaṇkaramaaka (k)karjittukkoṇṭu. "eṇkee" avan ? uṭanee kaaṭṭu.
22. ippootee avanai (k)konRu viṭukiReen" enRatu.
23. muyal "makaa (p)pirapuvee! itil varuka" enRu kuuRi (c) ciṅkattai oru kiṇaRRin arukil kuuṭṭi (c) cenRatu.

24. "avan itil irukkiRaan.
25. nookkuka! "enRatum kiṉaRRil ciṅkam taṉ ṉilalai (k)kaṇṭu kurootattuṭan karjittukkoṇṭu atanuḷ kutittatu.
26. avvaaRu ellaa vilaṅkukaḷum piḻaittana.

EXERCISES

1. ANSWER THE FOLLOWING QUESTIONS.

1. ellaa vilaṅkukaḷum een payappaṭṭana?
2. vilaṅkukaḷ ciṅkattiṭam enna kuuRina?
3. muyal tanakkuttaanee enna collic cenRatu?
4. muyalaik kaṇṭa ciṅkam enna ceytatu?
5. muyal ciṅkattiṭam kuuRiya viṭai yaatu?
6. 'makaap pirapu' ena yaarai aḻaikkalaam?
7. muyal ciṅkattai eṅkee aḻaittuc cenRatu?
8. kiṉaRRil ciṅkam kutittatu een?
9. muyal maRRa vilaṅkukaḷukku eppaṭi utaviyatu?
10. iṉtak katai eṉta ṉulil uḷḷatu?

2. BRING OUT THE CONTEXT

1. "ṉaaḷum ovvoru vilaṅkai uṇaviRkaaka varac ceyvoom"
2. "taamatittup poonaal ciṅkattiRkuk koopam varum".
3. "een taamatam?"
4. "avan itil irukkiRaan. ṉookkuka".

3. USE THE FOLLOWING IN YOUR OWN SENTENCES

aṇuki, aṅkiikarittal, etaRku, kurootam, koñcam, taamatittal piḻaittal, muRai, valimai, vinayam

PATTERN

14, 15 taamatittaal irayil pooyviṭum. poonal pookaṭṭum
ṉeeram kaliṉtaal maḻai vaṉtuviṭum. vaṉtaal varaṭṭum.
paṭikkaaviṭil appaa eetaavatu colvaar. connaal collaṭṭum.
payiraik kaaval ceyyaaviṭil maaṭu meeyum. meeyṉtaal meeyaṭṭum.
kuuṇṭait tiRaṉtaal kiḷi paRaṉtuviṭum. paRaṉtaal paRakkaṭṭum.

23.
varuka		ennai	
vaaḻka		avanai	
peecuka	enRu	avaḷai	varaveeRRanar
aruḷuka		avarai	
taruka		unnai	

POSITIVE Vs NEGATIVE

1. vilaṅkukaḷaik kolluka.
   vilaṅkukaḷaik kolla veeṇṭaam.
2. viiṭṭukku varuka.
   viiṭṭukku vara veeṇṭaam.
3. paṭattai eḻutuka.
   paṭattai eḻuta veeṇṭaam.
4. ciṅkattaik kaṇṭu añcuka.
   ciṅkattaik kaṇṭu añca veeṇṭaam.
5. uṅkaḷ ṉiḻalai ṉookkuka.
   uṅkaḷ ṉiḻalai ṉookka veeṇṭaam.

SELECTED VOCABULARY

aṇuki	kaṭaṇṭu	ciṉkam	muRai
aṅkiikarittal	karjittal	taamatittal	valimai
iṅṅanam	kiṇaRu	piḻaittana	vinayam
uyir	kurootam	makaappirapu	
etaRku	koñcam	muyal	

GRAMMAR

7.6 After a question the hooker made use of in Tamil is 'enRu' or 'ena' which is a verbal participle.

S.1 ṉaam ceyvoomaa

S.2 avai kuuRina

S.3 naam ceyvoomaa enRu avai kuuRina

The hooking process is the same as indicated earlier.

17.2-3 'tanakkut taanee' The 'ee' is emphatic.

17.6 'colḷikkoṇṭee' The 'ee' is similar to 'ee' in 'ilee' occurring in colloquial speech.

'tan', 'taan' construction has a speciality which needs to be clarified.

S. 1 muyal muyalukkuc colliyatu

S. 2 muyal tanakkuc colliyatu

In this sentence when the same subject referent follows twice 'tan', the reflexive pronoun is substituted.

Look at the sentence

(3) 'muyal muyalukku muyalee colliyatu'

In S.3 the same substitution process is extended.

'muyal tanakkut taanee colliyatu'

Note also the difference between 'tan' and 'taan'.

In The oblique case, when the case markers are added, the vowel would be short. Elsewhere the vowels would be long.

E. g. ṉaam — ṉam
taam — tam

23. 'ṉookkuka' is an optative. vaa, poo, ṉookku etc. are impolite imperatives. They are often made use of by the speaker who is superior to the listener who is inferior in position. When the speaker is inferior and the listener superior the from used is.

varuka
taruka
ṉookkuka

The lion being superior to the speaker, which is a rabbit ṉookkuka and varuka (23) are used.

26. 'avvaaRu' —— meaning 'thus' 'that manner'.

Another pronoun related to the above 'appootu' meaning 'at that time'.

LESSON 16

iraviintiranaata taakuur

1. paaratattil iraviintiranaata taakuurai (p) paRRi (k)keetkaatavar irukkamaattaar.
2. teeciiya kiitam iyaRRiyatu inta makaa kavi aavaar.
3. ciRu vayatu mutal iyaRkaiyin alakai (k) kantu cuvaittu makilvati avarkku mikunta aarvam iruntatu
4. iyaRkaiyilulla ellaa (p)porulkalum aRputamaaka avarkku (t) toonRina
5. inta unarvu avarutaiya vaalvu mulutum nilaittiruntatu.
6. itee unarvu avarutaiya ilakkiyappataippukku (k)kaaranam aayiRRu.
7. avarutaiya 'ilam piRai'. 'pirinta paRavai', 'añcalakam' ennum pataippukkal kulantai mutal kilavan varai elloorkkum cuvai taruvana.
8. avarutaiya 'kiitaañcali' enRa kavitai (t) tokuppiRku noopal paricu kitaittatu.
9. aankila makaa kavi tapilyuu. pi. iitcu atanai manataara (p) pukalntullaar.
10. kalkattaaviRku arukil ulla caantinikeetanil avar visva paarati amaittaar.
11. atu paaratattilum velinaattilum ulla palarai iirttatu.
12. ippootum atu kalaippayiRcikku mikappukal peRRatu.
13. paaratattin taRkaala ilakkiyattil taakuurin perumai ennutaRkuriyatu.

EXERCISES

I. ANSWER THE FOLLOWING

1. intiya teeciiya kiitattai iyaRRiyavar yaar ?
2. ciRuvayatil taakuur peRRa anupavam yaatu ?
3. taakuurin pukal peRRa pataippukkal evai ?
4. taakuurin enta nuulukku noopal paricu kitaittatu ?
5. taakuuraip paaraattiya aankilak kavikal yaar ?
6. paaratattin taRkaalattil ulla makaa kavikal yaar ?

7. visva paarati eṅku uḷḷatu ?
8. anta nilayam yaarai ellaam etaRkaaka iirttatu ?
9. taakuurin kavitaiyil niir etaip paṭittuḷḷiir ?
10. tamiḻk kaviñaril umakkup piṭittavar yaar ? een ?

II. TRANSLATE INTO ENGLISH

1. paaratiyin kuyilpaaṭṭai aaṅkilattil moḻi peyarttanar.
2. kapilar iyaRkaiyin kuḻantaiyaay iruntaar.
3. taakuurin vaḻiyaip pala kavikaḷ pinpaRRinar.
4. taakuur kaviñar maṭṭum anRi nalla kalaiñanum aaka irtunaar
5. kiitaañcaliyai niiṅkaḷ paṭikkaviḷlai enRaal oru muRaiyaavatupaṭikka veeṇṭum.

III. Write ten to twelve Tamil sentences about a poet.

IV. USE IN YOUR OWN SENTENCES

1. kuḻantai mutal kiḻavan varai
2. kavitait tokuti
3. manantiRantu pukaḻal
4. taRkaala ilakkiyam
5. eṇṇutaRkuriyatu

V. CORRECT THE FOLLOWING

1. iyaRkaiyin paṭaippai taakuurin aḻaku viḷakkum.
2. panRiyum pacuvum vaaḻkkai muḻuvatum inpam aṭaikinRatu.
3. pampaaykku arukil caantinikeetan iruntatu.
4. keeraḷam nellukkum canalukkum irumpukkum peyarpeRRatu.
5. kaḷḷikkooṭṭaiyil aṅkileeyar.

VI. WRITE THE CORRECT WORD:

1. keeraḷa makaa kavi / paarati / taakuur / vaḷḷattooḷ /
2. intiyaavin makaa kavi / pairan / kaaḷitaasan / iiṭcu /
3. alakaana nakaram / paariicu / ilaṇṭan / ṭarpan /
4. inimaiyaakap paṭuvatu / mayil / kuyil / kiḷi /
5. viḷaṅkukaḷil periyatu / yaanai / puunai / ciṅkam /

VII SELECTED VOCABULARY

aaṅkilam	taRkaalam
aarvam	teeciiyakiitam
iyaRRiyatu	tokuppu
iraviintira naata taakuur	noopal paricu
iiṭcu	paṭaippu
iirttatu	payiRici
uṇarvu	paRavai
eṇṇutal	pirinta
kalkattaa	piRai
kavitai	poruḷ
kuḷantai	manam
kiḷavan	visvapaarati
caantinikeetan	

GRAMMAR

1.6 The complete negative of 'veeṇṭum' is 'veeṇṭaam'. Note also the different negative formations.

(1) Finite Verbs

{ vantaan, varukiRaan, varuvaan } vaaraan

(2) Verbal prrticiples

vantu ——> varaatn

aaṭi ——> aaṭaatu

(3) Relative Participles

{ vanta, varum, varukinRa } varaata

{ aaṭiya, aaṭum } ——> aaṭaata

Malayalam has -aat instead, Tamil has -aat

(4) Phrase negatives are also possible.

E.g. vantaan vaaraan / vara (v) illai
kaṇṭaan kaaṇaan / kaaṇa (v) illai

(5) Negative verbs like 'maaṭṭaan' are also added
E.g. irukka + maaṭṭaan
kaaṇa + maaṭṭaan

'maaṭṭaan' has no positive form in Tamil,

-e-	before	-e-	as in	vaareen
-i-	before	-i-	as in	kaaṇiir
-o-	before	-o-	as in	kaaṇoom
-a-	before	-a-	as in	vaaraan
-aat	before	Verbal participle -u (1)		
		Relative particible -a (2)		

and before long vowel person markers (3)

E.g. (1) varaatu
(2) varaata
(3) varaatoon

2.3 Note 'iyaRRiya' as against iyanRa'. The first one is transitive the second is intransitive

Intransitive	Transitive
mayaṅkinaan	mayakkinaan
kaṇṭaan	kaaṭṭinaan
ceerṉtaan	ceerttaan
iyanRaan	iyaRRinaan

N + Stop + t	———>	Stop + t
(a) ṅk + t	———>	kk
(b) ṇṭ + t	———>	ṭṭ
(c) ṉt + t	———>	tt
(d) nR + t	———>	RR

Normally intransitives will not be preceded by the accusative case noun.

13.2 'taRkaalam' Note the Sandhi tan + kaalam ——> taR-kaalam.

A few related Sandhi rules are as follows: some of them are listed here to recall the old ones.

Rule 1 n̲ / l + Stop + Stop ——> R + Stop

E.g. pon + kkaalam ———> poRkaalam
ṉil + kkal ————> ṉiRkal

Rule 2

R + t	———>	RR
k		kk
ṭ		ṭṭ
c		cc

E.g.	peR	+	taan	———>	peRRaan
	mik	+	taan	———>	mikkaan
	keeṭ	+	taan	———>	keeṭṭaann
	paṭic	+	taan	———>	paṭiccaan

Rule 3.	n + t ———>	nR
E.g.	ṉin + taan ———>	ṉinRaan
Rule 4.	ṇ + t ———>	ṇṭ
E.g.	kaṇ + taan ———>	kaṇṭaan

LESSON 17

caṅkaraacaariyaar

1. caṅkarar keeraḷattiR kaalaṭi enRa iṭattil piRaṉtaar.
2. ciRu vayatileeyee avarukkuc canniyaacattil manam cenRatu.
3. oru ṉaaḷ avar aaRRil tannuṭaiya taayuṭan kuḷittukkoṇṭu iruṉta pootu oru mutalai caṅkararin kaalaip piṭittatu.
4. taay payaṉtu kataRat toṭaṅkinaaḷ.
5. appootu caṅkarar tam taayiṭam ivvaaRu kuuRinaar.
6. "ennaic canniyaaci aaka anumatittaal maṭṭumee iṉta mutalai kaalai viṭum; avvaḷavee".
7. aññanam makan canniyaaci aanaalum uyirooṭiruṉtaaRpootum enRu taay cammatittaaḷ.
8. canniyaacam eeRRa pinnar paaratattil ellaa iṭamum cenRu tam attuvaitak koḷkaiyaip parappinaar.
9. avaruṭaiya vaatat tiRamaiyaik kaṇṭu elloorum aaccariyappaṭṭanar.
10. pala peer avaruṭaiya ciiṭarkaḷ aanaarkaḷ.
11. perumai peRRa ciiṭarkaḷ patumapaatar, maṇṭanamicirar, cureecuvarar, astaamalar enpavar talai ciRantavar aavaar.
12. paaratattin ṉaalu ticaikaḷilum ṉaanku maṭaṅkaḷai eeRpaṭuttit tam ṉaanku ciiṭarkaḷaiyum maṭaatipatikaḷaaka ṉiyamittaar.
13. ikkaalattilum caṅkaraaccaariyarait tattuva ñaanikaḷiR ciRaṉtavaraakak karuti varukinRanar.

EXERCISES

1. ANSWER THE FOLLOWING

1. caṅkarar eṅku piRaṉtaar?
2. ciRu vayatil caṅkarar manattil enna toonRiyatu?
3. aaRRil kuḷikka caṅkarar yaaruṭan cenRaar?
4. kuḷikkumpootu enna ṉaṭaṉtatu?
5. appootu caṅkarar taayiṭam enna connar?
6. taay een tan makanaiccanyaaci aaka ottukkoṇṭaaḷ?

7. elloorum een cankararaip paarttu aaccariyappaṭṭanar?
8. een palar cankararin ciiṭar aanaarkaḷ?
9. avaruṭaiya ciRanta ciiṭarkaḷ yaar?
10. niir aRinta tattuva aRiñarkaḷ yaar?

II. CHANGE THE FOLLOWING SENTENCFS INTO PLURAL SENTENCES.

1. uuril uḷḷa marattaik kallaal aṭittaan.
2. tooṭṭattil puup paRittaal maalai kaṭṭnveen.
3. oru naaḷil oru ciiṭan vantu ceerntaan.
4. kutiraiyum maaṭum vilai mikuti.
5. unakkut terinta maruttuvan uḷḷaana?

III. USE THE APT VERB AT THE END OF THE FOLLOWING SENTENCES

1. mutalai kaalai ———
2. paḷattaik kiḷi ———
3. paalaip puunai ———
4. paaṭankaḷai maaṇavarkaḷ ———
5. kamalaa ooviyam ———
6. ñeeRRu nii paaṭṭu ———

IV. TRANSLATE THE FOLLOWING INTO ENGLISH

1. enakku vayiRRu vali.
2. kaṇṇanukku naan oru paricu taruveen.
3. puunaikku yaar maṇi kaṭṭuvaar?
4. naaḷaikku naam kaṭaRkaraikkup poovoom.
5. unkaḷiṭam naan onRum collavillai.
6. nirmalaa: inkee vaa.
7. avan eppootum inkee varuvaanaa?
8. avaḷ talaiyil puu onRum illai.
9. naaḷ tooRum naam paṭikka veeṇṭum.
10. kalvi karaiyila; kaRpavar naaḷ cila.

V. TRANSLATE INTO TAMIL

1. There are no boys in the class
2. Indians have the right of voting.

3. What is the reason for your disappointment ?
4. I want ten rupees now.
5. The servant girl washed the dishes yesterday.

IV. SELECTED VOCABULARY.

astaamalar	kuuRinaan	ṉiyamittaar
attuvaitam	caṅkarar	patumapaatar
anumatittal	caṅkaraaccaariyaar	maṭam
aaccariyappaṭṭanar	cammatittaal	maṭaatipati
ivvaaRu	canniyaacam	maṇṭanamicirar
kataRutal	canniyaaci	mutalai
kaal	cureecuvarar	vaatam
kaalaṭi	tattuvañaani	

GRAMMAR

1.6 The negative of 'piRaṉtaar' is 'piRakka (v) illai'
Note the different distribution of the negative.

(1) As a simple verb it can occur with all subjects meaning 'be-not'

ṉaan
ṉaaṅkaḷ
ṉii
ṉiir
ṉiiṅkaḷ
avan
avaḷ
avai
atu
avai

} illai (Positive 'uṇṭu')

(2) Gerund 'vara' + illai = to come not
(Malayalam: varuvaan ——> vaaraan and varaaru can be brought to this category)

(3) Conjugated Noun 'varuvatu + illai (it which will become not) (Positive 'uṇṭu')

(4) Verbal noun with 'illai' - the act of coming-not varal + illai varukai + illai (Positive 'uṇṭu')
Malayalam: 'varuka illa' can be brought under this)

(5) Verbal participle + il + person/number/gender – having come-not-he

kaṇṭu + ilan
vaṉtu + ilan

(Positive uḷ + person/number/gender substitutable)
(Maḻayalam: kaṇṭilla can be brought under this)

6.5 'maṭṭum': it is a particle of particularisation common to all nouns

| ṉaan | mattum uṇṭu |
| ṉii etc. | |

7.7 Note: 'pootum' which is a common verb in the neuter singular and plural.

{ atu / avai } pootum

(1) 'pootum' and (2) 'pootu' are different. The second one is a time marking noun that can take cases whereas, the finite verb 'pootum' does not take any case.

E.g. (1) atu pootum (finite verb)
(2) atu appootu kuuṭac collavillai
That could not say even at that time

8.5 The use of 'ellaa' – a collective noun needs clarifiication

E.g. (1) avai ellaam (2) avar ellaarum

They all — They (Gender Plural) all

In these two sentences { ellaam / ellaarum } are second subjects.

{ Subject 1 is avai / Subject 2 is ellaam } of the sentence. [ellaam / ellaarum] themselves can form a subject of sentences.

E.g. (1) ellaam vaṉtana (2) ellaarum vaṉtanar.

(Malayalam also uses this pair)

Similar is the case with [anaittum / anaivarum]

SANDHI RULES

Some of them are recalled from previous pages.

Rule 1 $\left|\begin{matrix} i \\ e \end{matrix}\right| + V \rightarrow \left|\begin{matrix} i \\ e \end{matrix}\right| + yV$

Rule 2 $\left\{\begin{matrix} o \\ u \\ a \end{matrix}\right\} + V \quad \left\{\begin{matrix} o \\ u \\ a \end{matrix}\right\} + v + V$

maṭaṅkaḷai + eeRpaṭutti maṭaṅkaḷaiyeeRpaṭutti

E.g. atu + um = atuvum

Rule 3 kuRRiyal u+V —> Zero+V
(Malayalam: Samvruta ukaara)

kuRRiyal ukaram occurs when (1) a word ends with C_1C_2 of which C_2 should be a stop and (2) a long vowel followed by a stop. Elsewhere the 'u' will be muRRiyal ukaram.

LESSON 18

kuṭumba kaṭṭuppaaṭu

1. ulakattin pala naaṭukaḷai p poolavee paaratattilum makkaṭ perukkam oru piraccanai.
2. itee veekattil makkaṭ tokai perukinaal pattu aaṇṭukaḷil ulakattin makkaṭ tokai iraṭṭiyaakum
3. itu toṭarntaal makkaḷ camutaayattin vacati uṇavu veelai mutalaanavai payaṅkara p piraccanaikaḷ aaka vaḷarum.
4. iṉta t tunpattil iruṉtu manita k kulattai k kaappaaRRa veeṇṭiyatu inRiyamaiyaatatu aay uḷḷatu.
5. pala ṉaaṭukaḷ kuṭumpa k kaṭṭuppaaṭṭai (y) itaRku oru maruṉtaaka k koḷkinRana.
6. iyaRkai taanaakavee makkaṭ tokaiyai k kaṭṭu p paṭutti k koḷḷum enRu maaltuus kuuRinum inru ṉamakku ivvaaRuḷḷa ceyaRkai (y)aana taṭaimuRaikaḷaik kaiyaḷvatai t taṭukka muṭiyaatu.
7. enna aayinum mikuṉta kuḷaṉtaikaḷ uḷḷa kuṭumpattil ṉanmai[i] eeRpaṭaatu enpatu ṉam elloorutaiya anupavam.
8. atanaal kuṭumpak kaṭṭuppaaṭu ceyvatu paapam anRu.
9. iṉta k karuttooṭu makkaḷ taamaaka mun varaaviṭil aracu muyanRaalum payan uṇṭaakaatu.
10. ataik koṇṭu makkaḷum aracum onRu ceerṉtu iṉta t tunpattil iruṉtu ulakai k kaappaaRRa veeṇṭum.

EXERCISES

I. ANSWER THE FOLLOWING

1. innum pattu aaṇṭil makkaṭ tokai eṉta aḷavu perukum?
2. makkaṭ tokai perukuvataal varum tunpaṅkaḷ evai ?
3. maaltuusin koḷkai yaatu?
4. kuṭumpak kaṭṭuppaaṭṭaic ceyaRkai muRai enRu collalaamaa ?
5. mikuṉta kuḷaṉtaikaḷ kuṭumpa ṉanmaiyaip perukkumaa?

6. cilar kuṭumpak kaṭṭuppaaṭṭaip paRRi enna ṉinaikkin-Ranar?
7. kuṭumpak kaṭṭuppaaṭu paRRi uṅkaḷ karuttenna?
8. aracu maṭṭum oru tiṭṭam koṇṭu vaṉtaal atu veRRi pe-Rumaa?

II. USE THE FOLLOWING IN YOUR OWN SENTENCES

kaṭṭuppaaṭu	taṭaimuRai	perukkam	veelai
camutaayam	piraccanai	vacati	iraṭṭi

III. TRANSLATE INTO ENGLISH

1. kaaṉtiji iṉtiyaavukkaakat tiyaakam puriṉtaar.
2. vaanattil vimaanam paRakkiRatu.
3. ṉaaḷai manitan cevvaay maṉṭalattiRkup pookalaam.
4. paaṭṭi viiṭṭil palaa maram irukkiRatu.
5. minnuvatellaam ponnalla.
6. pacu paal koṭukkum ṉalla vilaṅku.
7. aaṭum maaṭum kutiraiyum viiṭṭu vilaṅkukaḷ.

IV. TRANSLATE INTO TAMIL

1. We stop for rest and look down into the valley.
2. A French writer of the old School would put it like this
3. A pilot does not choose his work, as a customer chooses goods in a shop
4. All should rally to attack the comon enemy.
5. I have faith in my star.

VOCABULARY

aracu	ceyaRkai	toḷarṉtaal	(a) camutaayaam
iraṭṭi	taṭaimuRai	perukkam	(b) piraccanai
kaṭṭuppaaṭu	tokai	veelai	(c) maaltuus
kulam			(d) vacati

5. GRAMMAR

18.3.8 mutalaanavai : from all these: as against
iRutiyaanavai : ending all these.
mutal, iRuti, varai etc. indicate limits in quantity or quality.

18.5.8 Formerly we classified some verbs of Tamil. All verbs can be classified into four major sub sets.

Set	Future	Present	Past	Example
1.1	uv	ukiR	t	aR : to snap
1.2	uv	ukiR	in	aaṭ : to dance
11.1	v	kiR	t	cey : to do
11.2	v	kiR	n̲t	ceer : to unite
III.	p	kiR	t	kaaṇ : to see
IV.1	pp	kkiR	n̲t	n̲aṭa : to walk
1V.2	pp	kkiR	tt	keeḷ : to hear

Please try whether the tense verbs in the lesson fits in with this classification.

SANDHI

One Sandhi often made use of by us with its rules is recalled here.

E.g. (1) kaṇ + il > kaṇṇil (3) a + paaṉan > appaaṉan
(2) il + ai > illai (4) i + kaaḷai > ikkaaḷai
(a) (C)VC + V > (C)VCC + V
(b) (C)V + CV > (C)VCCV .

LESSON 19

maaṇavar amaitiyinmai

1. maaṇavar ulakil ippootu ellaa vakaiyilum ṉiRaivu inmai valarṉtu varukiRatu.
2. iṉṉiRaivu inmaikku (p) pala kaaraṇaṅkaḷ uḷḷana.
3. mutalaavatu taṉkaḷuṭaiya etirkaala vaaḻvu paRRi maaṇavarkku accam toonRiyuḷḷatu.
4. iraṇṭaavatu, kalvi kaRpatiḷ vacati inmai muulam avarkaḷukku (c) caṅkaṭaṅkaḷai etirṉookka veeṇṭi uḷḷatu.
5. muunRaavatu paḻaiya kaalam poola aaciriya maaṇava uRavu inRu vaḻivu uṭaiyataaka illai.
6. ikkaaraṇaṅkaḷil iruṉtu toonRiya veRuppu muulam eetaavatoru pooraaṭṭattil kalaṉtu koḷkiRaarkaḷ
7. itanai (t) tavaRaaka (p) payanpaṭutti (k) koṇṭu araciyal talaivarkaḷ payan aṭaikiRaarkaḷ.
8. maaṇavarkaḷ araciyalil iruṉtu caRRu akanRu ṉinRaal pala piḷaikaḷ tavirkka muṭiyum.
9. maaṇavarkaḷin mutaR kaṭamai kalvi kaRpatu.
10. maRRa iiṭupaaṭukaḷai viṭṭu (p) paṭippil ṉinaivai ṉiRutta veeṇṭum.

EXERCISES

I. ANSWER THE FOLLOWING

1. inRuḷḷa pala amaitiyinmaikaḷaik kuuRuka.
2. maaṇavariṭaiyee uḷḷa amaitiyinmai vaḷarukiRataa ?
3. itaRku mutalaavatu kaaraṇam yaatu ?
4. iraṇṭaavatu kaaraṇam yaatu ?
5. muunRaavatu kaaraṇam yaatu ?
6. ikkaaraṇaṅkaḷai ṉiiṅkaḷ ottukkoḷkiRiirkaḷaa ?
7. maaṇavar ṉaṭattiya iraṇṭu pooraaṭṭaṅaḷaik kuuRuka.
8. araciyal talaivarkaḷ enna ceykiRaarkaḷ ?
9. maaṇavarkaḷ mutaRpaṇi etu ?
10. maaṇavarkaḷ araciyaliliruṉtu vilaka veeṇṭumaa ?

II. USE IN SENTENCES

amaiti, etirnookkiyiruttal, tavirkka muyalal, pooraattam, vaayilkal, aaloocanai

III. WRITE FIVE TO TEN SENTENCES ON THE FOLLOWING

1. maaṇavar aaciriyar uRavu
2. maaṇavarum inRaiya kalviyum

IV. CORRECT THE FOLLOWING

1. pala kaaraṇaṅkaḷ uṇṭu.
2. neeRRup paampaik kaṇṭatum naan payappeen.
3. mun kaalattil aaciriya maaṇava uRavu nanRaaka illai.
4. kalaṅkiya kuṭṭayil tavaḷai piṭippar.
5. paṭippu maaṇavarkku inRi amaiyum.

V. WRITE THE FOLLOWING AS DIRECTED

1. naaḷai paḷḷikkup pooveen. (In the future tense)
2. avan paaṭam paṭittaan. (begin with avaḷ)
3. nii paaratam paṭittirukkiRaaya? (begin with avaḷ)
4. naan tamiḻ eḻutuveen (In the past tense)
5. naaḷai nii koccikkup poo (In the negative)

VOCABULARY

amaiti
aaciriyar
iraṇṭaavatu
uRavu
etirkaalam
etirnookkal
tavirttal
niRuttal
niRaivu
paṭippu
pooraaṭṭam
maaṇavar
mutalaavatu
mutaleṭuttal
valivu
vaayil
(a) anarttam
(b) aaloocanai
(c) muulam

GRAMMAR

19.1.9 What will occur after a verb stem in a verb has not yet been discussed by us. The frame is given below. You can test it with examples collected from the lessons so far covered in the course.

19.2.2 The negative inmai has thh opposite uṇmai.
uṇṭu x illai, uḷḷanar x illanar
The mai ending in nouns indicates the quality. Note also ceyyaamai x ceytamai.

19.5.1 The Sandhi of
muunRu + aavatu ——> muunRaavatu

Rule I kuRRlyal u + V > zero + V

(We have explained already kuRRiyal u)
For convenience we are recalling here all Sandhi rules.

(2)
$$\left\{\begin{array}{l}\text{kuRRiyal u}\\ \text{after Stop}\\ \text{Stop}\end{array}\right\} + \left|\begin{array}{c}\text{k}\\ \text{c}\\ \text{t}\\ \text{p}\end{array}\right| > \left\{\begin{array}{l}\text{kuRRiyal u}\\ \text{after Stop}\\ \text{Stop}\end{array}\right\} + \left|\begin{array}{c}\text{kk}\\ \text{cc}\\ \text{tt}\\ \text{pp}\end{array}\right|$$

(3) l / n + tt >
(4) ḷ / ṇ + tt >
(5) l + t > R
(6) ḷ + t > ṭ
(7) n + t > nR
(8) ṇ + t > ṇṭ
(9) R + t > RR
(10) ṭ + t > ṭṭ

(11)
$$\left\{\begin{array}{lll}\text{muRRiyal u} & & \text{uu}\\ & \text{a} & \text{aa}\\ & \text{o} & \text{oo}\\ & \text{au} & \end{array}\right\} + \text{V} > \left\{\begin{array}{ll}\text{u,} & \text{uu}\\ \text{a,} & \text{aa}\\ \text{o,} & \text{aa}\\ \text{au} & \end{array}\right\} + \text{v} + \text{V}$$

(12)
$$\left\{\begin{array}{l}\text{i, ii}\\ \text{e, ee,}\\ \text{ai}\end{array}\right\} + \text{V} > \left\{\begin{array}{l}\text{i, ii}\\ \text{e, ee}\\ \text{ai}\end{array}\right\} + \text{y} + \text{V}$$

Verb Stem	±Tr. + Imp.	+ Past	± Vb participle	±Number	±Number and Gender	± Honorific Plural
	Causa	+ Future	Relative Participle	First		
	Empty	+ Present	Conditional Participle	Second		
	Opt.	+ Negative	Conjugated Noun	Third		
		+ Gerund				
		+ Cond. Inf.				
		+ Cond. Gerund				
		+ Verbal Noun				

+ Obligatory

± Optional

(13)

$$\left\{\begin{matrix}(C)\,VC + V\\ (C)\,V + C\end{matrix}\right\} + \left\{\begin{matrix}CVCCV\\ CVCCV\end{matrix}\right\}$$

(14)

$$\text{Stems ending with case signs}\ \left\{\begin{matrix}ai\\ aal\\ ku\\ il\end{matrix}\right\} + \left\{\begin{matrix}k\\ c\\ t\\ p\end{matrix}\right\} > \left\{\begin{matrix}ai + kk\\ aal + cc\\ ku + tt\\ il + pp\end{matrix}\right\}$$

(15)

$$\left.\begin{matrix}\text{(1) Pronominal adjectives ending with -a}\\ \text{(2) Adjectives ending with -a (< am)}\\ \text{(3) Verbal participles ending with -i}\\ \text{(4) Gerunds ending with -a}\end{matrix}\right\} + \begin{matrix}k\\ c\\ t\\ p\end{matrix} > \begin{matrix}a\\ i\end{matrix} + \begin{matrix}kk\\ cc\\ tt\\ pp\end{matrix}$$

LESSON 20

moḻikcikal

1. paaratattil en̲ta moḻi teeciiya moḻi aaka veeṇṭum enpatu periya cikkalaay vaḷarn̲tu uḷḷatu.
2. teeciiya moḻi ennavellaam ceyyaveeṇṭi irun̲tatoo avaiyellaam aaṅkilam n̲aṭatti van̲tatu.
3. viṭutalaikku(p) pinnar aaṅkilam paRRiya manoopaavam maaRi(k) koṇṭu van̲tatu.
4. oru pakkam kalvi payiRRum aRiñar aaṅkilattin tarattai uyartta aavana ceyya muyanRanar.
5. veeRoru pakkam aaṅkilattai veḷiyee taḷḷa veeṇṭum enRu cilar muRaiyiṭṭanar.
6. maRRoru pakkam mattiya aracu in̲tiyai(t) teeciiya moḻiyaaka eeRRukkoṇt(u) uḷḷatu.
7. in̲ta muṭivaic(c) cilar ottu(k) koḷḷa(v) illai.
8. iccuuḻn̲ilaiyil moḻi(c) cikkal enpatu camuuka(c) cikkalil irun̲tu araciyal cikklaay maaRi vaḷarn̲tu uḷḷatu.
9. in̲tiyaavukku oru teeciiya moḻi teevai enpatil aiyamillai.
10. araciyal amaippu(c) caṭṭappaṭi paaratattil patinaanku moḻikaḷukkum otta n̲ilai uḷḷatu.
11. in̲ti peecuvoor maRRuḷḷa en̲ta oru moḻi peecuvooraikkaaṭṭilum mikuti.
12. irun̲taalum in̲ti peecaata maan̲ila(p) pakuti(p) piḷḷaikaḷukku maRRoru moḻiyum paṭikka veeṇṭum enpatu mikka cumaiyai eeRpatuttuvat(u) aakum
13. itai ilaṭciyam aakak koṇṭu n̲aṭuvan̲ aracu mumoḻi(k) koḷkaiyai(p) parappi varukiRatu.
14. ittuṭan ceern̲tee maan̲ila moḻi (p) payiRciyai (p) peritupaṭutta mutanmai iṭam tan̲tanar.
15. kaala vaḷarcciyil maan̲ila moḻikaḷ vaḷarn̲tu varutaRkeeRpa oru uRavu moḻi eeRpaṭum ena eṇṇa iṭamuṇṭu.

EXERCISES

I. ANSWER THE FOLLOWING QUESTIONS

1. viṭutalaikku mun moḻic cikkal iruṉtataa?
2. munpu aaṅkilamee paaratattil iruṉtataRkuk kaaraṇam enna?
3. viṭutalaikkuppin teeciiya moḻi paRRiya muunRu ṉilai-kaḷ evai?
4. camutaayac cikkal eppaṭi maaRiyatu?
5. araciyal amaippuppaṭi moḻi ṉilai enna?
6. inti teriyaata maaṉilaṅkaḷ ṉilai yaatu?
7. ṉaṭuvaṉ aracin moḻi ilaṭciyam etu?
8. mummoḻikkoḷkai enRaal enna?
9. teeciiya moḻi maaṉila moḻi – iraṇṭiRkum uḷḷa veeRRu-mai yaatu?
10. moḻic cikkal tiira uṅkaḷ karuttu yaatu?

II. USE THE FOLLOWING IN YOUR OWN SENTENCES:

veḷiyee taḷḷal, muRaiyiṭaḷ, teeciiya moḻi, ṉaṭuvaṉ aracu, muṭivu

III. TRANSLATE INTO ENGLISH

citamparam tuṭittup poonaan. avan toṇṭaiyai aṭaittuk koṇṭutu uṭampellaam aaṭiyatu. ceetu avanaip piṭittu aRaiyil koṇṭu pooyp paṭukkaiyil kiṭattinaan. tan manaiv-iyaik kaapi tayaarikkac connaan. citamparam veeṇṭaam enRu connaan. avar kaṭṭaayap ṉaṭuttinaar.

IV. CORRECT THE MISTAKES

1. inRu aaṅkilam paRRiya karuttu maaRiviṭṭatu.
2. maruttuvar nooyaaḷikku aavana ceyvaar.
3. naṭuvaṉ aracu maaṉila aracai viṭac ciRitu.
4. pirancu ṉaaṭṭin teeciya moḻi aaṉkilam.
5. iṉtiyaavil patinaaRu moḻikaḷ uḷḷana.
6. araca maramum veeppa maramum vaḷarkiRatu.
7. iṉtiyum malayaaḷamum onRu.

V. CHOOSE THE CORRECT FORM

1. ṉaan ṉeeRRu—— (col) paṭi vaṉteen.
2. inRu ṉii —— (keeḷ) vaṇṇam ṉaṭaṉtatu.
3. avaḷ oru paaṭal —— (paaṭu) eḻuṉtaaḷ.
4. vaṇṭiyaip piṭikkak kaṇṇan —— (ooṭu) poonaan.
5. ṉiiyoo avanoo —— (paar) muṭivu ceyyuṅkaḷ.

VOCABULARY

amaippu	ottukkoḷḷal	taḷḷal	muṭivu
aRiñar	caṭṭam	pakuti	mummoḻi
eeRpaṭuttal	cikkal	patinaanku	muRaiyiṭṭanar
eeRRukkoḷḷal	cumai	piḷḷai	vacam
aiyam	taram	maaṉilam	veḷiyee

(a) iṉti (b) manoopaavam

GRAMMAR

20. 1. 1 Will it not be possible to classify the noun stems also ? The verbs will take tense or negative. The nouns will take case markers.

Set Number	Classifying suffixes	Examples	
Set I	Number marking affixes n / m Zero / r	naan naam nii niir taan taam	
Set II (a)	Number Gender Marker n, ḷ, r, tu, vai, zero	avan avaḷ avar a–tu a–vai	onRu iraṇṭu eeḻu
(b)	zero / ar	kaamaaṭci / ar	
(c)	–kku	vaṭa–kku	

(d) -m -ttu	maram / ttu
(e) Other stems	malai

20. 13. 8 The Sandhi rules listed in the previous lesson has a gemination rule when ai, aal, ku and il precede k, c, t, p

(Rule 14). There are phrases and compounds in which the case suffixes will not be overtly found but are present notionally. In that case also gemination will take place in Sandhi

Phrase katalil + paayntaan ———> kataliRpaayntaan

kntal + paayntaan ———> kataRpaayntaan

Compound

moli + kolkai ———> molikkolkai

It is from the clause moliyai(p) paRRiya kolkai where ai and a verb paRRiya are found in the elaborated clause.

Notionally the accusative and the auxiliary are present. The gemination therefore is needed in such compounds. Note also another compound:

pon + kutam ———> poRkutam

The expansion of which is ponaal aakiya kutam (3rd case and the auxiliary verb). Again another compound:

kaattu + puli ———> kaattuppuli

From, kaattil vaalukinRa puli: The locative and the auxiliary verb are absent. Einally kuuli + kañci ——> kuulikkañci. From kuulikkulla kanci in which-kku and ulla (the auxiliary verb) are absent in the componnd.

In phrases like enkai from enatu kai notionally, the genitive is present. Even when genitive is overtly marked the gemination of k, c, t. p will not be available in Sandhi. So also the vocative and the ablative (which is always phrase if + ninu) + will not have gemination.

LESSON 21

tenaaliraamanum puunaiyum

1. tenaaliraaman kruṣṇateevaraayarin aastaana kavi.
2. iraaman periya putticaali.
3. oruṉaal kruṣṇateevaraayar iṅṅanam aRivittaar. "puuṉai vaḷarkka virumpuvoorkku oru puunaikkuṭṭiyum pacu vum koṭukkappaṭum.
4. ṉanRaaka vaḷarkkinRavarkkup paricu kiṭaikkum".
5. iṉta aRivippaik keeṭṭut tenaaliraaman aracan munnilaiyil cenRaan.
6. aracan ovvoruvarkkum puunaikkuṭṭiyaiyum pacuvaiyum koṭuttaar.
7. tenaaliraaman ivai iraṉṭaiyum peRRukkoṇṭu viiṭṭukku makiḻcciyaakac cenRaan.
8. mutal kaal iraaman pacuvaik kaRaṉtu paalaic cuuṭaakki puunaiyin mun vaittaan.
9. puunai paal kuṭikka vaayai vaittatu.
10. paal mikavum cuuṭaaka iruṉtataal puunaiyin ṉaakku veṉtu pooyiRRu.
11. puunai peritum payaṉtu ooṭip pooyiRRu
12. itai kaṇṭu tenaaliraaman mikavum makiḻṉtaan.
13. pinnar puunaikkup paccaip paal koṭuttaalum kuṭippati llai.
14. aṅṅanam ellaap paalaiyum avanee kuṭittaan.
15. paavam! puunai mikavum iḷaittu meliṉtu pooyiRRu.
16. cilaṉaal kaḻiṉtu aracan puunaiyaik koṇṭuvaṉtu kaaṭṭa veeṇṭumenRu aRivittaar.
17. tenaaliraaman tan puunaiyai oru vaṇṭiyil vaittu kaaṭci-kkuk koṇṭu poonaan.
18. puunaiyai veḷiyoor kaaṉaatapaṭi vaṇṭiyil tiraiyiṭṭaan.
19. makkaḷ tenaaliraamanin puunaikkup paricu kiṭaikkum ena ṉampinaarkaḷ.
20. kaṭaiciyil tenaaliraaman tiraiyai ṉiikkip puunaiyai araca nukkuk kaaṭṭinaan.

21. aracan aaccaryap paṭṭaar.
22. "puunai ivvaḷavu meliṉtu poonataRkuk kaaraṇam enna?' enRu keeṭṭaar.
23. "puunai paal kuṭippatillai" enRu aracaniṭam tenaaliraa-man kuuRinaan.
24. itaik keeṭṭu aracan aacearyap paṭṭaar.
25. paalaik koṇṭuvaṉtu puunaiyin mun vaittanar.
29. ataic cuuṭɛ ana paal enRu eṉṉip puunai paal kuṭikkavillai.
27. araçan tenaaliraamanai ṉampinaar.

EXERCISES

I. ANSWER THE FOLLOWING QUESTIONS

1. tenaaliraaman yaar?
2. aracarin aRivippu yaatu?
3. tenaaliraaman viiṭṭiRku evaRRaik koṇṭu poonaan?
4. tenaaliraamanin puunai een paal kuṭikkavillai?
5. paal kuṭikkaata puunaiyaik kaṇṭu iraaman een maki-ḷṉtaan?
6. cila ṉaaḷ kaḷittu aracan enna aRivittaar?
7. tenaalairaaman tan puunaiyai eppaṭik koṇṭu poonaan?
8. makkaḷ enna peecinaar?
9. aracanin keeḷvikku iraaman enna kuuRinaan?
10. aracan iraamanai een ṉampinaar?

II. TRANSLATE INTO TAMIL

The monkeys start their meddling soon after sunrise. Gardens mango trees and banana plants are the targets of attack. Injuries have been caused to house wives and children who tried to resist them. A few days back a small girl was bitten by a monkey. It is hoped that the Corporation will rescue the citizens from the menace soon.

III. CHANGE THE GENDER

1. aracan veelaik kaaranai aṭittaar.
2. vaṇṇaan tuṇikaḷaik koṇṭuvaṉtaan.
3. orn peṇ paaṭṭup paaṭinaaḷ.
4. cila aaṇaḷ teru vaḷiyaakac cenRanar.

IV. CHANGE THE NUMBER

1. unakkup paḷam veeṇṭumaa?
2. aṉta meecaimeel oru puttakam uḷḷatu.
3. ṉaanku kiḷikaḷ paraṉtu pooyina
4. maraṅkaḷil puukkaḷ puuttuḷḷana.

V. CHANGE INTO PAST TENSE

1. ṉaaḷai veeṇu varuvaan.
2. inRu ṉalla meḷai peykiRatu.
3. aṭutta maatam avanukku veelai kiṭaikkum.
4. eppaṭiyum aṉta viiṭṭai vılaikku vaaṅkuveen.

VOCABULARY

aRivittaar	cuuṭu	pacu	meliṉtu
aRivippu	tirai	paccai	vaay
iḷaippu	tenaaliraaman	paal	veṉtu
kaRaṉtu	ṉampinaarkaḷ	puunai	veḷiyoor
kuṭṭi	ṉaakku	makkaḷ	vaittaan
cuuṭaakkutal	ṉiikki	munnil	

(a) aastaanam (b) kiruṣṇateevaraayav (c) paavam

21.5.8 The different categories of a single verb stem are as follows:

FINITE VERB

celveen	celkiReen	cenReen
celvoom	celkiRoom	cenRoom
celvaay	celkiRaay	cenRaay
celviir	celkiRiir	cenRiir
(celviirkaḷ)	(celkiRiirkaḷ)	(cenRiirkaḷ)
celvaan	celkiRaan	cenRaan
celvaaḷ	celkiRaaḷ	cenRaaḷ
celvaar	celkiRaar	cenRaar
(celvaarkaḷ)	(celkiRaarkaḷ)	(cenRaarkaḷ)
celvatu (cellum)	celkiRatu	cenRatu
celvana (cellum)	celkinRana	cenRana

Gerunds: çella

Verbal participle: çenRu

Relative Participle

cenRa

Verbal Noun

cellal, celkai, cellutal, celavu

Intransitive

cenRaan

Transitive

celuttinaan

Causative

celvittaan

Imperative

cel

Optative

celka

Polite Imperative

celviir (celviirkaḷ)

Intransitive passive

cellappaṭṭa

Transitive Passive

celuttappaṭṭa

Conjugated Noun

cenRavaḷ / celkiRavaḷ / cellupavaḷ etc.

GRAMMAR

21.1.1 After the noun stem what are the suffixes possible

Stem	+ Singular Plural Masculine Singular Feminine Singular Neuter Singular Directional Affix Non-Gender Plural	+ Gender Plural	+ Double Plural	+ Empty Marker	+ Case Suffixes Accusative Instrumental Dative Ablative* Possessive Sociative Locative

* The ablative in Tamil is always a phrase. It consists of Noun + locative + ninRe which is an auxiliary verb. A few grammarians will drop the ablative from the list of cases because of certain oddities satisfied by it. The same is the case in Malayalam.

LESSON 22

pattirikai aaciriyarkku oru kaṭitam

anpuḷḷa aaciriyarkku,

vaanoliyil tiraippaṭap paaṭṭukkaḷ oli parappukinRa kaalam ippootu mikak kuRaivu. tiraippaṭap paaṭṭukkaḷai elloorum virumpik keeṭkinRanar. ikkaalattil muRaiyaana icaiyaik keeṭṭu anupavikkinRavar mikak kuRaivu. in̲tak kaaraṇattaaR paṭap paaṭalkaḷukku mika viḷamparam kiṭaittuḷḷatu. paḷḷi maaṇavar mutal kuulikkaaran varai (y)uḷḷa ellaa makkaṭkum cinimaap paaṭṭukkaḷ veeṇṭum. ivvaaRu paṭap paaṭṭukkaḷukku n̲alla varaveeRpu irun̲tum ataRku mikak kuRain̲ta kaalamee koṭuttuḷḷanar. itu een enRu puriya (v) illai. avaciyamillaata n̲ikaḷccikaḷai n̲atatta ireeṭiyoovil eeraaḷam aaka n̲eeram uḷḷatu. vaanoliyil oliparappum ellaavaRRaiyum elloorum keeṭka veeṇṭum enpatillai. enave attakaiya n̲ikaḷccikaḷukku maaRaaka paṭappaaṭṭukkḷai oliparappuvatu paṭinam anRu. vaanoli aluvalaaḷarkaḷ itupaRRi cin̲tippatu n̲allatu.

iṅṅanam
vijayakumar
paaḷayam,
tiruvanan̲tapuram

EXERCISES

I. Write a letter in Tamil to your friend about your experiences of studying Tamil.

II, Write a letter to the Police Superintendent about a theft.

III. TRANSLATE THE FOLLOWING INTO TAMIL.

If there is no light you must have some candle.
If the train is not in the station you must take a taxi.
It is heard that the Pakistanis are helping some people in Kashmir.
It is very interesting to narrate the stories of old times.
They are not contended whatever they may get.

VOCABULARY

attakaiya	kaṭinam	paḷḷi	puriyavillai
anpu	kuRaivu	paaṭṭukkaḷ	varaveeRpu
eeraaḷam	kuulikkaaran	paalayam	vaanoli
oliparappukinRa	tiraippaṭam		

(a) avaciyam (c) tiruvanantapuram (e) ireeṭiyoo (g) vijayakumaar
(b) kaṭitam (d) pattirikai (f) viḷamparam

GRAMMAR

22.1.3 The word paaṭṭu is a noun but derived from a Verb, paaṭu

(a) We defined nouns as those which take or are capable of taking case suffixes.

(b) Verbs were defined as those which take tense or negatives.

(c) The verbal nouns and conjugated nouns are of a third category which will take both case and tense markers. paaṭṭu is one, The verb stem paaṭu can be conjugated for all tenses.

E.g. paaṭinaan, paaṭukiRaan paaṭuvaan etc.

The verbal nouns are formed by adding suffixes like tal, al, kai, avu etc. or by geminating the final stop. E. g. aaṭu > aaṭṭu as in viḷaiyaaṭṭu, taal aaṭṭu etc.

A fourth category of stems are called particles which are clitics. They do not take any affixes, case, tense etc. and are prone to duplicate. They can be broadly divided into three categories.

GROUP I	ayyoo	::	alas
	ammaa	::	surprise
GROUP II	ciicii	::	in dislike
	aa aa	::	in pleasure
	poṭu poṭu	::	quickly
GROUP III	viṇ viṇ	::	noise of a tightened string
	catak	::	chopping noise etc.

LESSON 23

teertal ceytikaḷ

(tinamaṇi – putankiḻamai, maarc 10, 1971)

keeraḷa iraṇṭaavatu kaṭṭa lookcapai teertal
eḻupatu catam varai vaakkuppativu
cila iṭaṅkaḷil aarampattil vaakkuppativu maṉtam

tiruvanaṉtapuram, maarc: 9

keeraḷattil inRu naṭaṉta iraṇṭaavatu kaṭṭa lookcapait teert-alil aRupattaiṉtu mutal eḻupatu catam vaakkukaḷ pativaaki (y) uḷḷana. kaṭaṉta aaRaam teeti ṉaṭaṉta mutal kaṭṭat teertalil arupattuṉaanku cata viitam taan pativaakiyuḷḷatu.

aanaal inRu naṭaipeRRa vaakkuppativu 1970 iṭaitteertal utan (74.8) catam) oppiṭṭaal kuRaivu taan. inRu cila iṭaṅkaḷil naṭaṉta ciRu mootalkaḷait tavira vaakkuppativu amaitiyaaka ṉaṭaṉteeRiyatu.

kocci, maar: 9,

erṇaakulam arukee (y) uḷḷa tirikkaraavil oru 90 vayatukkiḻavi vooṭṭuc caavaṭi onRil inRu maaṇṭu poonaaḷ.

vooṭṭuppooṭa veeṇṭum enRa aacaiyaal makanaip piṭittav-aaRu viiṭṭil iruṉtu taḷḷaaṭi ṉaṭaṉtu vaṉtaaḷ, katiijaa enRa aṉta maatu. vooṭṭuc caavaṭiyai (y) aṭaiṉtatum coorṉtu viḻuṉtu viṭṭaaḷ. muuccu ṉiRkmun eṉta (c) cinnattiRku tanatu vooṭṭu enpataiyum mellak kuuRi viṭṭaaḷ. avaḷatu viruppappaṭiyee pacu-kanRu cinnattiRku vooṭṭup pativu ceyyappaṭṭatu. aaviyum piriṉtatu.

LESSON 24

keeraḷaavil maaRutalkaḷ

putu kaaṅkiras kaṭciyaic caarnta aivarum valatu kamyuunisṭ kaṭciyinar iruvarum keeraḷaavil accutameenan mantiri capaiyil ceerntuḷḷanar. itaRku mun accutameenan tavira muunRu valatu kamyuunisṭukaḷ mantirikaḷaaka iruntanar. anta muuvarum vilakiviṭṭanar. avarkaḷukkup patil em.en.koovintan naayarum ṭi.vi· taamasum eeerntuḷḷanar. ivarkaḷ miitu vicaaraṇaiyil iruntu vanta uuḷal pukaarkaḷ aataaramaRRavai enRu mullaa kamiṣan aRivittataiyaṭuttu, anupavastarkaḷaana avarkaḷaip patavip poRuppil amarttuvatu taarmiikak kaṭamai enRu mutalamaiccar karutiyirukkiRaar. putu kaaṅkiras caarpil aintu mantirikaḷ iṭam peRRuḷḷanar. oru kaaṅkiras musliimai mantiriyaakka perumuyRci naṭaipeRRatu. aanaal, ataRku iṭamkoṭuttaal liik kaṭciyin pollaappu varalaam enRu ninaittu anta yoocanaiyai kaiviṭṭuviṭṭataakat toonRukiRatu. aar.es.pi. katciyinar iruvar liik kaṭciyinar iruvar, pirajaa cooṣalisṭ oruvar mantiricapaiyil eeRkanavee irukkiRaarkaḷ. putu amaiccaravaiyil 13 peer irukkiRaarkaḷ

pi.coo. mantiri viṣayamaakavum oru takaraaRu iruntu varukiRatu. akkaṭci mantiricapaiyiliruntu vilakiviṭaveeṇṭum enpatu akila intiya kaṭciyin kaṭṭaḷai. ataRku maanila kaṭci uṭanpaṭavillai. acempiḷiyil akkaṭciyinar muuvar uḷḷanar. avarkaḷil oruvar ippoḷutu mantiriyaaka uḷḷa paalakirusnan. avar vilakik koṇṭu tamakku iṭam taraveeṇṭumenRu akkaṭcit talaivar aaRRiṅkal koopaala piḷḷai kceṭṭaar. muunRaavatu memparaakiya kuṭṭappan paalakiruṣnanai aatarippavar. kaṭciyinar yaar mantiriyaaka iruppatu enRa viṣayamaaka pi. coo. maanila capai piḷavupaṭṭuḷḷatu. pi. paalakiruṣnanai niikkiviṭṭu koopaalapiḷḷaiyai niyamikka veeṇṭumenRu oru caaraarkoorikkai. taam raajinaamaa ceyyap poovatillai enRu paalakiruṣnan aRivittuviṭṭaar. inta vivaaarkam eppaṭi muṭivaakum enRu teriyavillai.

mantiricapayai aatarikkum kaṭcikaḷin palam 69. etirk kaṭcikaḷin palam 64. etirk kaṭci em.el.ee. vaaka irunta muṇṭaceeri

kocci palkalaikkaḷakat tuṉaiveeṉtaraaka ṉiyamanam peRRuḷḷatu carkkaarukku ippootaikku caatakamaana ṉilaimaiyee. aanaal, avaratu ṉiyamanattai putu kaaṅkiras kaṭciyinar aaRupeer etirttuk kiḷarcci ceykinRanar. avarkaḷ ticai maaRaamalirukkum-varai maṉtiri capaikkup payamillai.

keeraḷa acempiḷiyil butu kaaṅkirastaan periya kaṭci. enavee ikkaṭciyinar mutalvaraaka irnppatutaan muRai. aanaal taam poRuppeeRRu amaikkum maṉtiricapaiyil kamyuunisṭukaḷaiyum, musliim liikarkaḷaiyum ceerttuk koḷvataRku avarkaḷatu manacca-aṭci innum iṭam koṭukkavillai poolum! aakaiyaaltaan valatu kamyuunisṭ mutalvar maṉtiri capaiyai amaikkumpaṭi viṭṭu, atil kaṇicamaana iṭam peRuvatu avvaḷavu aaṭceepakaramaaṇatalla enRu avarkaḷ ṉinaittaarkaḷ poolum!

............talaiyaṅkam
tinamaṇi ṉaaḷitaḷ
maturai 1972 cep. 26
ñaayiRRukkiḷamai

APPENDIX

LESSON 1

Tamil and Malayalam share some symbols (aksharas)

M	T
ഴ	ழ
ല	ல
ക	க
വ	வ

Now one can write val̲i = path which is similar in Tamil and Malayalam Please note the wedge in the k symbol of Malayalam is not to be introduced in the k symbol of Tamil. Write vali both in Tamil and Malayalam. kal̲i, kali, kavi etc.

LESSON 2

Tamil and Malayalam share the pattern of combination of a consonant with the vowels aa, e, ee, ai, o, and oo.

	T	M
1.	கா	കാ
2.	கெ	കെ
3.	கே	കേ
4.	கை	കൈ
5.	கொ	കൊ
6.	கோ	കോ

No. 4 kai has really symbols for ee + k both in T and M (Some exceptions are available in T)

No. 5 ko has really symbols for e + k + aa both in T and M.

No. 6 koo has really symbols for ee + k + aa both in T and M.

Both share the same pattern when they write consonants along with vowels.

LESSON 3

The Tamil orthography has twelve vowels and eighteen consonants. In literary writing, a symbol marked with three dots ∴ is used to indicate a velar fricative sound. This is called **aaytam.**

The components o the symbols are dots curves and strokes.

Five major groups of symbols are available.

1. The first group consists of dashes and dots
   ட ṭ உ u ப p வ v ய y ம m and ழ ḻ
2. The second group consists of dashes and curves.
   ச c க k த t ந ṉ ங ṅ
3. The third group consists of dots, dashes and curves.
   ல l ள ḷ ற R ன n ண ṇ
4. The fourth group consists of curves, dots, and dashes.
   ர r ஈ ii எ e ஞ ñ ஒ o
5. The fifth group consists of curves and dashes.
   அ a இ i

The last which is a diphthong has an unique pattern of a dot curve and dash ஐ (ai). It starts as a Malayalam ഇ (i) and ends with Tamil ய (y). Now the vowels of Tamil according to their similarity are the following:

அ a இ i உ u எ e ஈ ii ஒ o ஐ ai

The consonants are

ச c க k த t ந ṉ ங ṅ ட ṭ ப p ம m வ v ய y

ழ ḻ ல l ள ḷ ற R ன n ண ṇ ஞ ñ ர r

For indicating length the vowels and consonants differ:

(a) இ (i) has a slightly different symbol to indicate length ஈ (ii).

(b) A dot is affixed at the end of the terminating curve
ஆ (aa) ஏ (ee) ஓ (oo)

(c) A smaller variety of the symbolfor ள (ḷ) is used for ஊ (uu).

(d) The diphthong 'au' is a combination of o and then length symbol used for u ஔ (au).

(e) The consonant symbols are geminated to indicate length. The consonant marking is with a dot on the symbol. Without the dot the consonant will have the value of a stop (Consonant) and the vowe l a.

ச்ச் (cc) ச (ca) க்க் (kk) க (ka)

1. The combination of a consonant with a vowel has a few rules. A Consonant symbol without a dot on its head has the value of a.

C + a (C = Consonant)

க = k + a

2. When long ஆ (aa) is added, all consonants except ண (ṇ) and ன (n) will have a symbol like ா added after the consonants. This length symbol is similar to the length of u u (ஊ) but without the wedge. ண (ṇ) and ன (n) lengthen their terminal curve to touch the beginning of the symbol ணா (ṇaa) னா (naa).

3. The symbol for a consonant plus i is a consonant with a hook added to it. For long ii a dot is added at the end of the hook.

கிகீ—திதீ—சிசீ—ஙிஙீ—நிநீ—ஞிஞீ

4. The symbol for e and ee are simple and uniform for all consonants. For e it is a simple curve fixed before the consonants. கெ செ. For long e e the simple curve will have two dots கே சே.

5. For 'o' with short 'e' the symbol for length 'ா' is added after the consonant. For long 'oo' with 'ee' symbol the length is added after the consonant. கொ சொ
கோ சோ

SYLLABIC CONSONANTS

1. For a 'C + a, i, ii, e, ee, au' all consonants have similar combinations.

$$C + \begin{bmatrix} a \\ i \\ ii \\ e \\ ee \\ au \end{bmatrix}$$

2. For a C'+ aa' all consonats except ṇ, R, and n have the same symbols. ணா (ṇaa) றா (Raa) and னா (naa) have a curve upwards pointing towards the origin.

3. For a 'C+ ai' all except ṇ, l, ḷ, and n have the same symbol. ṇ, l, ḷ, n will have a hook added on to the left side.

ணை (ṇai) லை (lai) ளை (ḷai) னை (nai)

4. A 'C' with 'o' and 'oo' are really combinations of the symbols for 'e', 'ee' with 'aa'. So all the peculiarities of 'aa' will be carried over here.

5. For a 'C' with 'u' three groups of symbolization are available.

(a) ஞ ña ண ṇa த ta ந ṉa ல la ற Ra ன na
ஞு ñu ணு ṇu து tu நு ṉu லு lu று Ru னு nu
will have a loop curving up.

(b) க ka ட ṭa ம ma ர ra ழ ḻa ள ḷa
கு ku டு ṭu மு mu ரு ru ழு ḻu ளு ḷu
will have the up curving.

(c) ங ṅa ச ca ப pa ய ya வ va
ஙு ṅu சு cu பு pu யு yu வு vu
will have a down symbol;

IN MALAYALAM

The syllabic consonants of Malayalam are much more regular than in Tamil

C + [a, aa, i, ii, e, ee, ai, o, oo, au] are uniform for all consonants

ക, കാ, കി, കീ, കെ, കേ, കൈ, കൊ, കോ, കൗ

For C + [u, uu] there are five types

(a) വു വൂ
(b) കു കൂ രു രൂ
(c) ണു ണൂ
(d) നു നൂ
(e) ഉ ഊ ളു ളൂ

The pattern of syllabic consonants for Malayalam as well as Tamil is largely the same.

The clusters of symbols for the consonants available in Malayalam are not found in Tamil.

LESSON 7

உடல் நலம்

1. உடல் நலம் கடவுள் மனிதருக்குக் கொடுத்துள்ள ஒரு பெரிய செல்வம்.

2. மனிதர் அதைப் பாதுகாப்பதற்கு முயற்சி செய்ய வேண்டும்.

3. செய்கைகள் மிதமாக இருந்தால் ஆரோக்கியம் சரியாக இருக்கும்.

LESSON 8

புத்தர்

1. கபிலவஸ்துவில் சுத்தோதனன் என்னும் ஓர் அரசன் ஆண்டு கொண்டிருந்தான்,

2. சுத்தோதனனுக்கு ஒரு மகன் பிறந்தான்.

3. அவனுக்குப் பெயர் சித்தார்த்தன் என்று இட்டனர்

4. குழந்தைப் பருவ முதலே சித்தார்த்தன் புத்திசாலி யாக இருந்தான்.

5. மணப்பருவம் வந்ததும் அவன் யசோதரை என்னும் கன்னியை மணம் செய்தான்.

6 கொஞ்ச நாள் கழித்து யசோதரைக்கு ஒரு மகன் பிறந்தான்.

LESSON 9

அசோகன்

1. இன்றைய பாட்னாவுக்குப் பழைய காலத்தில் பாடலி புத்திரம் என்று பெயர் இருந்தது.

2. அந்தப் பாடலிபுத்திரம் அசோகனுடைய தலை நகரமாய் இருந்தது.

3. பிம்பிசாரனுக்குப்பின் அசோகன் இராஜ்யபாரம் வகித்தான்.

4. அசோகன் தொடக்கத்தில் பல நாடுகளைக் கைப் பற்றித் தன்னுடைய நாட்டோடு சேர்த்துக் கொண்டான்.

5. கடைசியில் அசோகன் தன் படையைக் கலிங்க நாட்டுக்கு அனுப்பினான்.

6. இருநாடுகளுக்கும் இடையே ஒரு பயங்கர யுத்தம் உண்டாயிற்று.

7. போரில் பல படைகள் அழிந்தன.

8. பல நிரபராதிகளும் மடிந்தனர்.

9. இதுகண்ட அசோகன் இருதயம் கலங்கிற்று.

10. அதன் பயனாக இனி யாரையும் கொல்வதில்லை என்று அவன் தீர்மானித்தான்.

LESSON 10

இரயில்வே நிலையம்

லீலா:- அப்பா ! இன்று ஞாயிற்றுக்கிழமை அல்லவா ? நாம் இரயில்வே ஸ்டேஷனுக்குப் போவோம்.

அப்பா:- சரி, போவோம்.

லீலா:- எத்தனை மணிக்குப் போவோம் ?

அப்பா:- நாலு மணிக்கு மதராஸ் மெயில் வரும். அப்போது போவோம்.

லீலா:- நாம் டாக்ஸியில் தானே போகிறோம் ?

அப்பா:- டாக்ஸியில் எதற்கு ? பஸ்ஸில் போவோம். இப்போது மூன்றரைமணி ஆகையால் பஸ்ஸுக்கு நேரம் ஆயிற்று.

LESSON 11

கல்லூரி ஆண்டுவிழா

சுரேஷ்:- ரமேஷ், நேற்று உங்களுடைய கல்லூரி ஆண்டு விழா அல்லவா? என்னவெல்லாம் விசேஷம் நடபெற்றது?

ரமேஷ்:- ஆமாம். நேற்றுத்தான் நடந்தது. மிக நன்றாக இருந்தது. சிறப்பு விருந்தினராகக் கல்வி அமைச்சர் வந்திருந்தார். அவர் நன்றாகப் பேசினார். முக்கிய மாக மாணவர்கள் அரசியலிலிருந்து விலகி நிற்க வேண்டும் என்று அவர் உபதேசித்தார். கூட்டத் திற்குக் கல்லூரிப் பிரின்சிபால் தலைமை வகித்தார்.

LESSON 12

யானை கூறும் தன் வரலாறு

1. நான் ஒரு சாதாரண விலங்கு.
2. என்னுடைய தன் வரலாறாக (ச்) சொல்ல ஒன்றுமே இல்லை.
3. தன் வரலாறு எழுதும் பழக்கம் உள்ளவர் பெரி யோரே.
4. என் பெரிய உடல் தவிர வேறு பெருமை ஒன்றும் இல்லை.
5. ஆயினும் பெரிய உடல் மட்டுமே உள்ள ஆட்கள் தங்களுடைய தன் வரலாற்றை எழுதியதை (க்) கண்டபோது எனக்கும் ஏன் எழுதக் கூடாது என்று தோன்றிற்று.
6. நான் பிறந்ததும் காட்டிலே.
7. வளர்ந்ததும் காட்டிலே.
8. ஆனால் வனத்தின் பெயர் எனக்கு நினைவில்லை.
9. பல பெரிய ஆட்களும் தங்களுடைய பிறந்த இடத் தையும் சுற்றத்தாரையும் மறப்பதில்லையா?

10. என் இளமையில் நான் விரும்பியது எல்லாம் கிடைத்தது.
11. அன்று எவ்வளவு சுகமாய் இருந்தது !
12. இப்போது எங்கே இன்பம் ?
13. யாரோ என்னைப் பிடித்து இங்கே கொண்டு வந்தார்கள்.
14. அன்றுமுதல் என்னுடைய எல்லா உரிமையும் போய்விட்டது.
15. இப்போது என்னுடைய கழுத்தில் ஒரு கயிறு இருக்கிறது.
16. இப்படி அடிமை ஆவது என் விதி போலும்.
17. ஒருவன் மற்றொருவனுடைய கழுத்தில் கயிறு இட முயற்சி செய்கிறான்.
18. இப்போது கட்டில் கிடந்து துன்ப (ப்) படுகிறேன்.
19. தெய்வத்தை (ப்) பிரார்த்தனை செய்வது அல்லாமல் வேறு உபாயம் இல்லை.
20. புராதன காலத்தில் கஜேந்திரனுக்கு மோட்சம் கிடைத்தது.
21. அது போல எனக்கும் மோட்சம் கிடைக்கலாம்.

பாடம் 13

தாஜ் மகால்

1. தாஜ்மகால் உலகத்திலே அதிசயங்களில் ஒன்று.
2. இது ஆக்ராவில் உள்ளது.
3. அதனுடைய அழகு உலகப்புகழ் பெற்றது.
4. இது முகலாய சக்கரவர்த்தி ஷாஜகான் கட்டியது.
5. தன்னுடைய பிரியமான பத்தினி மும்தாஜின் நினைவாக இதைக் கட்டினான்.
6. தாஜ்மகால் யமுனை நதிக்கரையில் உள்ளது.
7. ஆக்ராக் கோட்டையிலிருந்து பார்த்தால் தாஜ்மகால் யமுனை ஆற்றின் மறுகரையில் உள்ளதோ என்று தோன்றும்.

8. கோட்டையில் ஒரு தனித்த இடத்திலிருந்து ஒரு துளையின் வழியாக நாளும் தாஜ்மகாலைக் காணுவதை ஷாஜகான் வழக்கமாக மேற்கொண்டிருந்தான்.

9. தாஜ் முழுவதும் பளிங்கு கொண்டு கட்டப்பட்டுள்ளது.

10. அதனால் வெண்ணிலவில் தாஜ்மகால் மிக அழகாகத் தோன்றும்.

11. கட்டிடம் மிகப் பெரியது அன்று.

12. ஆயினும் அது முழுவதும் சிற்ப வேலைகளும் பல நிறமுடைய விலை உயர்ந்த கற்கள் இழைத்த அலங்காரமும் உடையது.

13. தாஜ்மகாலின் உள்ளே ஷாஜகான் மும்தாஜ் ஆகியோரின் கல்லறைகள் உள்ளன.

14. உலகத்திலுள்ள எல்லா நாட்டு யாத்திரீகர்களும் தாஜ்மகாலைக்காண வருகிறார்கள்.

15. ஒவ்வொருவரும் தம் வாழ்நாளில் ஒருமுறையாவது இதைக்காண வேண்டும்.

பாடம் 14

இன்பச் செலவு

1. நாங்கள் எல்லோரும் ஒரு நாள் கன்னியாகுமரியைக் காணவேண்டுமென்று தீர்மானித்தோம்.

2. காலையில் ஒரு தனி பஸ்ஸில் நாங்கள் புறப்பட்டோம்.

3. சிலர் பாட்டுப் பாடிக்கொண்டிருந்தனர்.

4. சிலர் கை தட்டிக்கொண்டிருந்தனர்.

5. வேறு சிலர் இயற்கையின் அழகைப் பார்த்துக் கொண்டிருந்தனர்.

6. நாகர்கோவிலுக்குச் சென்றபோது காபி குடித்தோம்.

7. கன்னியாகுமரி சென்றபோது மணி பத்தாயிற்று.

8. பஸ்ஸிலிருந்து இறங்கியதும் உடனே நாங்கள் காந்தி மண்டபம் காணப்போனோம்.

9. அங்கே இருந்து பரந்த சமுத்திரத்தைக் கண்டு ஆனந்தித்தோம்.

10. எங்களுடைய வலது பக்கம் அரபிக்கடல்; இடது பக்கம் வங்காள விரிகுடாக் கடல்; முன்னர் இந்து மகா சமுத்திரம்.
11. என்ன அற்புதமான காட்சி !
12. பின்னர் நாங்கள் கன்னியாகுமரி தேவியின் தரிசனத்திற்குப் போனோம்.
13. அழகான அந்தச் சிலையைக் கண்டு எங்களுடைய உள்ளத்தில் பக்தி நிறைந்தது.
14. அப்போது பன்னிரண்டு மணி ஆயிற்று.
15. நாங்கள் உணவு விடுதியில் போய் உண்டோம்.
16. சோறு மிக நன்ருய் இருந்தது.
17. சிலர் வாழைப் பழமும் தோசையும் சாப்பிட்டனர்.
18. மாலையில் நாங்கள் விவேகானந்தர் பாறையைக் காணப் படகில் போனோம்.
19. அதன் சிற்பக் கலையைக் கண்டு அதிசயித்தோம்.
20. அங்கிருந்து திரும்பி வரும்போது கதிரவன் மறையும் நேரம் ஆயிற்று.
21. அதைக் காணும்போது மிகவும் இன்பமாக இருந்தது.
22. திரும்பிப் போனபோது எங்களுடைய மனதில் கன்னியாகுமரியின் காட்சிகள் நிறைந்து நின்றன.

பாடம் 15

சிங்கமும் முயலும்

1. ஒரு காட்டில் ஒரு சிங்கம் வசித்து வந்தது.
2. அது நாளும் விருப்பம் போல உயிர்களைக் கொன்று கொண்டிருந்தது,
3. இது காரணமாக எல்லா விலங்குகளும் பெரிதும் பயப்பட்டன.
4. என்ன செய்யலாம் என்று எல்லோரும் சிந்தித்தனர்.
5. ஒரு நாள் அவர்கள் கூடி ஒரு உபாயம் கண்டு பிடித்தனர்.

6. அவர் எல்லோரும் சிங்கத்திடம் அணுகி "இங்ஙனம் நாளும் உயிர்களைக் கொல்ல வேண்டாம்.

7. நாளும் ஒவ்வொரு விலங்காய் உணவிற்காய் வரச் செய்வோம்" என்று கூறின.

8. இந்த ஏற்பாட்டைச் சிங்கம் அங்கீகரித்தது.

9. அம்முறையில் ஒவ்வொரு நாளும் ஒவ்வொரு விலங்கு வந்தது.

10. கொஞ்ச நாள் கழித்து ஒரு முயலின் முறை வந்தது.

11. முயல் இங்ஙனம் ஆலோசிக்கத் தொடங்கியது,

12. "நான் எதற்காக நேரத்தில் போக வேண்டும்?

13. என்ன ஆனாலும் சிங்கம் என்னைக் கொல்லும்.

14. தாமதித்துப் போனால் சிங்கத்திற்குக் கோபம் வரும்

15. வந்தால் வரட்டும்.

16. எத்தனை கோபம் வந்தாலும் என்னை இரண்டு முறை கொல்லப் போவது இல்லையே".

17. இவ்வாறு தனக்குத்தானே முயல் சொல்லிக் கொண்டே மிகவும் காலம் கடந்து சென்றது.

18. முயலினைக் கண்டதும் சிங்கம் கர்ஜித்து "ஏன் தாமதம்" என்று கேட்டது.

19. முயல் மிகவும் வினயத்தோடு 'மகாப்பிரபுவே நான் சரியான சமயத்தில் வரவிருந்தேன்.

20. ஆனால் வழியில் தங்களைக்காட்டிலும் வலிமையுடைய மற்றொரு சிங்கம் என்னைத்தடுத்து நிறுத்தியது". எனக் கூறியது.

21. இது கேட்ட சிங்கம் பயங்கரமாகக் கர்ஜித்துக் கொண்டு "எங்கே அவன்? உடனே காட்டு.

22. இப்போதே அவனைக் கொன்று விடுகிறேன்" என்றது.

23. முயல் "மகாப் பிரபுவே! இதில் வருக" என்று கூறிச் சிங்கத்தை ஒரு கிணற்றின் அருகில் கூட்டிச் சென்றது.

24. "அவன் இதில் இருக்கிறான்.

25. நோக்குக!'' என்றதும் கிணற்றில் சிங்கம் தன் நிழலைக் கண்டு குரோதத்துடன் கர்ஜித்துக் கொண்டு அதனுள் குதித்தது,

26. அவ்வாறு எல்லா விலங்குகளும் பிழைத்தன.

பாடம் 16

இரவீந்திரநாத தாகூர்

1. பாரதத்தில் இரவீந்திரநாத தாகூரைப் பற்றிக் கேட்காதவர் இருக்கமாட்டார்.
2. தேசீய கீதம் இயற்றியது இந்த மகா கவி ஆவார்.
3. சிறு வயது முதல் இயற்கையின் அழகைக் கண்டு சுவைத்து மகிழ்வதில் அவருக்கு மிகுந்த ஆர்வம் இருந்தது.
4. இயற்கையிலுள்ள எல்லாப் பொருள்களும் அற்புதமாக அவருக்குத் தோன்றின.
5. இந்த உணர்வு அவருடைய வாழ்வு முழுதும் நிலைத்திருந்தது.
6. இந்த உணர்வு அவருடைய இலக்கியப் படைப்புக்குக் காரணம் ஆயிற்று.
7. அவருடைய 'இளம் பிறை' 'பிரிந்த பறவை' 'அஞ்சலகம்' என்னும் படைப்புக்கள் குழந்தை முதல் கிழவன் வரை எல்லோர்க்கும் சுவை தருவன.
8. அவருடைய 'கீதாஞ்சலி' என்ற கவிதைத் தொகுப்பிற்கு நோபல் பரிசு கிடைத்தது.
9. ஆங்கில மகா கவி டபிள்யூ பி. ஈட்சு அதனை மனதாரப் புகழ்ந்துள்ளார்
10. கல்கத்தாவிற்கு அருகில் உள்ள சாந்திநிகேதனில் அவர் விஸ்வபாரதி அமைத்தார்.
11. அது பாரதத்திலும் வெளிநாட்டிலும் உள்ள பலரை ஈர்த்தது.
12. இப்போதும் அது கலைப்பயிற்சிக்கு மிகப் புகழ் பெற்றது.

13. பாரதத்தின் தற்கால இலக்கியத்தில் தாகூரின் பெருமை எண்ணுதற்குரியது.

பாடம் 17

சங்கராச்சாரியார்

1. சங்கரர் கேரளத்திற் காலடி என்ற இடத்தில் பிறந்தார்.
2. சிறு வயதிலேயே அவருக்குச் சன்னியாசத்தில் மனம் சென்றது.
3. ஒரு நாள் அவர் ஆற்றில் தன்னுடைய தாயுடன் குளித்துக்கொண்டு இருந்த போது ஒரு முதலை சங்கரரின் காலைப் பிடித்தது.
4. தாய் பயந்து கதறத் தொடங்கினாள்.
5. அப்போது சங்கரர் தம் தாயிடம் இவ்வாறு கூறினார்.
6. "என்னைச் சன்னியாசி ஆக அனுமதித்தால் மட்டுமே இந்த முதலை காலை விடும்: அவ்வளவே."
7. அங்ஙனம் மகன் சன்னியாசி ஆனாலும் உயிரோடிருந்தாற்போதும் என்று தாய் சம்மதித்தாள்.
8. சன்னியாசம் ஏற்ற பின்னர் பாரதத்தில் எல்லா இடமும் சென்று தம் அத்துவைதக் கொள்கையைப் பரப்பினார்.
9. அவருடைய வாதத் திறமையைக் கண்டு எல்லோரும் ஆச்சரியப்பட்டனர்.
10. பல பேர் அவருடைய சீடர்கள் ஆனார்கள்.
11. பெருமை பெற்ற சீடர்கள் பதுமபாதர், மண்டன மிசிரர், சுரேசுவரர், அஸ்தாமலர் என்பவர் தலை சிறந்தவர் ஆவார்.
12. பாரதத்தின் நாலு திசைகளிலும் நான்கு மடங்களை ஏற்படுத்தித் தம் நான்கு சீடர்களையும் மடாதிபதிகளாக நியமித்தார்.
13. இக்காலத்திலும் சங்கராச்சாரியரைத் தத்துவஞானிகளிற் சிறந்தவராகக் கருதி வருகின்றனர்.

பாடம் 18

குடும்பக் கட்டுப்பாடு

1. உலகத்தில் பல நாடுகளைப் போலவே பாரதத்திலும் மக்கட் பெருக்கம் ஒரு பிரச்சினை.
2. இதே வேகத்தில் மக்கள் தொகை பெருகினால் பத்து ஆண்டுகளில் உலகத்தின் மக்கள் தொகை இரட்டியாகும்.
3. இது தொடர்ந்தால் மக்கள்சமுதாயத்தின் வசதி, உணவு, வேலை, முதலானவை பயங்கரப் பிரச்சினை களாக வளரும்.
4. இந்தத் துன்பத்தில் இருந்து மனித குலத்தைக் காப்பாற்ற வேண்டியது இன்றியமையாதது ஆய் உள்ளது.
5. பல நாடுகள் குடும்பக் கட்டுப்பாட்டை (ய) இதற்கு ஒரு மருந்தாகக் கொள்கின்றன.
6. இயற்கை தானாகவே மக்கள் தொகையைக் கட்டுப் படுத்திக் கொள்ளும் என்று மால்தூஸ் கூறினும் இன்று நமக்கு இவ்வாறுள்ள செயற்கையான தடை முறைகள் கையாள்வதைத் தடுக்க முடியாது.
7. என்ன ஆயினும் மிகுந்த குழந்தைகள் உள்ள குடும் பத்தில் நன்மை ஏற்படாது என்பது நம் எல்லோரு டைய அனுபவம்.
8. அதனால் குடும்பக் கட்டுப்பாடு செய்வது பாபம் அன்று.
8. இந்தக் கருத்தோடு மக்கள் தாமாக முன் வராவிடில் அரசு எவ்வளவு முயன்றாலும் பயன் உண்டாகாது.
10. அதைக் கொண்டு மக்களும் அரசும் ஒன்று சேர்ந்து இந்தத் துன்பத்தில் இருந்து உலகைக் காப்பாற்ற வேண்டும்.

பாடம் 19

மாணவர் அமைதியின்மை

1. மாணவர் உலகில் இப்போது எல்லா வகையிலும் நிறைவு இன்மை வளர்ந்து வருகிறது.

2. இந்நிறைவு இன்மைக்குப் பல காரணங்கள் உள்ளன.

3. முதலாவது,தங்களுடைய எதிர்கால வாழ்வு பற்றி மாணவர்க்கு அச்சம் தோன்றியுள்ளது.

4. இரண்டாவது, கல்வி கற்பதில் வசதி இன்மை மூலம் அவர்களுக்குச்சங்கடங்களை எதிர்நோக்க வேண்டி உள்ளது.

5. மூன்றாவது, பழைய காலம் போல ஆசிரிய மாணவ உறவு இன்று வலிவு உடையதாக இல்லை.

6. இக்காரணங்களில் இருந்து தோன்றிய வெறுப்பு மூலம் ஏதாவதொரு போராட்டத்தில் கலந்து கொள் கிறார்கள்.

7. இதனைத் தவறாகப் பயன்படுத்திக் கொண்(டு)அரசியல் தலைவர்கள் பயன் அடைகிறார்கள்.

8. மாணவர்கள் அரசியலில் இருந்து சற்று அகன்று நின்றால் பல பிழைகள் தவிர்க்க முடியும்.

9. மாணவர்களின் முதற் கடமை கல்வி கற்பது.

10. மற்ற ஈடுபாடுகளை விட்டுப் படிப்பில் நினைவை நிறுத்த வேண்டும்.

பாடம் 20

மொழிச்சிக்கல்

1. பாரதத்தில் எந்த மொழி தேசிய மொழி ஆகவேண் டும் என்பது பெரிய சிக்கலாய் வளர்ந்து உள்ளது.

2. தேசிய மொழி என்னவெல்லாம் செய்யவேண்டி இருந்ததோ அவற்றையெல்லாம் ஆங்கிலம் நடத்தி வந்தது.

3. விடுதலைக்குப் பின்னர் ஆங்கிலம் பற்றிய மனோ மாவம் மாறிக் கொண்டு வந்தது.

4. ஒரு பக்கம் கல்வி பயிற்றும் அறிஞர் ஆங்கிலத்தின் தரத்தை உயர்த்த ஆவன செய்ய முயன்றனர்.

5. வேறொரு பக்கம் ஆங்கிலத்தை வெளியே தள்ள வேண்டும் என்று சிலர் முறையிட்டனர்.
6. மற்றொரு பக்கம் மத்திய அரசு இந்தியைத் தேசீய மொழியாக ஏற்றுக் கொண்டு உள்ளது.
7. இந்த முடிவைச் சிலர் ஒத்துக் கொள்ளவில்லை.
8. இச்சூழ்நிலையில் மொழிச் சிக்கல் என்பது சமூகச் சிக்கலில் இருந்து அரசியல் சிக்கலாய் மாறி வளர்ந்து உள்ளது.
9. இந்தியாவுக்கு ஒரு தேசீய மொழி தேவை என்பதில் ஐயமில்லை.
10. அரசியல் அமைப்புச் சட்டப்படி பாரதத்தில் பதினான்கு மொழிகளுக்கும் ஒத்த நிலை உள்ளது.
11. இந்தி பேசுவோர் மற்றுள்ள எந்த ஒரு மொழி பேசுவோரைக் காட்டிலும் மிகுதி.
12. இருந்தாலும் இந்தி பேசாத மாநிலப் பகுதிப் பிள்ளைகளுக்கு மற்றொரு மொழியும் படிக்க வேண்டும் என்பது மிக்க சுமையை ஏற்படுத்துவதாகும்.
13. இதை இலட்சியமாகக் கொண்டு மத்திய அரசும்மொழிக் கொள்கையைப் பரப்பி வருகிறது.
14. இத்துடன் சேர்ந்தே மாநில மொழிப் பயிற்சியைப் பெரிதுபடுத்த முதன்மை இடம் தந்தனர்.
15. கால வளர்ச்சியில் மாநில மொழிகள் வளர்ந்து வருதற்கேற்ப ஒரு உறவு மொழி ஏற்படும் என எண்ண இடமுண்டு.

பாடம் 21

தெனாலிராமனும் பூனையும்

1. தெனாலிராமன் கிருஷ்ணதேவராயரின் ஆஸ்தான கவி.
2. இராமன் பெரிய புத்திசாலி.

3. ஒருநாள் கிருஷ்ணதேவராயர் இங்ஙனம் அறிவித்தார். ''பூனை வளர்க்க விரும்புவோர்க்கு ஒரு பூனைக் குட்டியும் பசுவும் கொடுக்கப்படும்.
4. நன்றாக வளர்க்கின்றவர்க்குப் பரிசு கிடைக்கும்''
5. இந்த அறிவிப்பைக் கேட்டுத் தெனாலிராமன் அரசன்முன்னிலையில் சென்றான்.
6. அரசன் ஒவ்வொருவர்க்கும் பூனைக்குட்டியையும் பசுவையும் கொடுத்தார்.
7. தெனாலிராமன் இவை இரண்டையும் பெற்றுக் கொண்டு வீட்டுக்கு மகிழ்ச்சியாகச்சென்றான்.
8. முதல் நாள் இராமன் பசுவைக் கறந்து பாலை சூடாக்கிப் பூனையின் முன் வைத்தான்.
9. பூனை பால் குடிக்க வாயை வைத்தது.
10. பால் மிகவும் சூடாக இருந்ததால் பூனையின் நாக்கு வெந்து போயிற்று.
11. பூனை பெரிதும் பயந்து ஓடிப் போயிற்று.
12. இதைக் கண்டு தெனாலிராமன் மிகவும் மகிழ்ந்தான்.
13. பின்னர் பூனைக்குப் பச்சைப் பால் கொடுத்தாலும் குடிப்பதில்லை.
14. அங்ஙனம் எல்லாப் பாலையும் அவனே குடித்தான்.
15. பாவம்! பூனை மிகவும் இளைத்து மெலிந்து போயிற்று.
16. சிலநாள் கழிந்து அரசன் பூனையைக் கொண்டு வந்து காட்டவேண்டுமென்று அறிவித்தார்
17. தெனாலிராமன் தன் பூனையை ஒரு வண்டியில் வைத்துக் காட்சிக்குக் கொண்டு போனான்.
18. பூனையை வெளியோர் காணாதபடி வண்டியில் வைத்து காட்சிக்குக் கொண்டு போனான்.
19. மக்கள் தெனாலிராமனின் பூனைக்குப் பரிசு கிடைக்கும் என நம்பினார்கள்.
20. கடைசியில் தெனாலிராமன் திரையை நீக்கிப் பூனையை அரசனுக்குக் காட்டினான்.

21. அரசன் ஆச்சர்யப் பட்டார்.

22. ''பூனை இவ்வளவு மெலிந்து போனதற்குக் காரணம் என்ன?'' என்று கேட்டார்.

23. ''பூனை பால் குடிப்பதில்லை'' என்று அரசனிடம் தெனாலிராமன் கூறினான்.

24. இதைக் கேட்டு அரசன் ஆச்சர்யப் பட்டார்.

25. பாலைக் கொண்டுவந்து பூனையின் முன் வைத்தனர்.

26. அதைச் சூடான பால் என்று எண்ணிப் பூனை பால் குடிக்கவில்லை.

27. அரசன் தெனாலிராமனை நம்பினார்.

பாடம் 22

பத்திரிகை ஆசிரியருக்கு ஒரு கடிதம்

அன்புள்ள ஆசிரியர்க்கு,

வானொலியில் திரைப்படப் பாட்டுக்கள் ஒலிபரப்புகின்ற காலம் இப்போது மிகக்குறைவு. திரைப்படப் பாட்டுக்களை எல்லோரும் விரும்பிக் கேட்கின்றனர். இக்காலத்தில் முறையான இசையைக் கேட்டு அனுபவிக்கின்றவர் மிகக்குறைவு இந்தக் காரணத்தால் படப்பாடல்களுக்கு மிக விளம்பரம் கிடைத்துள்ளது. பள்ளிமாணவர் முதல் கூலிக்காரன் வரையுள்ள எல்லா மக்கட்கும் சினிமாப் பாட்டுக்கள் வேண்டும். இவ்வாறு படப் பாட்டுக்களுக்கு நல்ல வரவேற்பு இருந்தும் அதற்கு மிகக் குறைந்த காலமே கொடுத்துள்ளனர். இது ஏனென்று புரியவில்லை. அவசியமில்லாத நிகழ்ச்சிகளை நடத்த இரேடியோவில் ஏராளமாக நேரம் உள்ளது. வானொலியில் ஒலிபரப்பும் எல்லாவற்றையும் எல்லோரும் கேட்கவேண்டும் என்பதில்லை. எனவே அத்தகைய நிகழ்ச்சிகளுக்கு மாறாக படப்பாட்டுக்களை ஒலிபரப்புவது கடினம் அன்று. வானொலி அலுவலாளர்கள் இதுபற்றிச் சிந்திப்பது நல்லது.

இங்ஙனம்,
விஜயகுமார்
பாளயம், திருவனந்தபுரம்.

பாடம் 23

தேர்தல் செய்திகள்

கேரள இரண்டாவது கட்ட லோக்சபைத் தேர்தல்
எழுபது சதம் வரை வாக்குப்பதிவு

சில இடங்களில் ஆரம்பத்தில் வாக்குப்பதிவு மந்தம்

திருவனந்தபுரம், மார்ச் 9

கேரளத்தில் இன்று நடந்த இரண்டாவது கட்ட லோக் சபைத் தேர்தலில் அறுபத்தைந்து முதல் எழுபது சதம் வாக்குகள் பதிவாகியுள்ளன. கடந்த ஆறும்தேதி நடந்த முதல் கட்டத் தேர்தலில் அறுபத்துநான்கு சதவீதம் தான் பதிவாகியுள்ளது.

ஆனால் இன்று நடைபெற்ற வாக்குப்பதிவு 1970 இடைத் தேர்தல் உடன் (74-8 சதம்) ஒப்பிட்டால் சிறு குறைவுதான். இன்று சில இடங்களில் நடந்த சிறு மோதல்களைத் தவிர வாக்குப்பதிவு அமைதியாக நடந்தேறியது.

கொச்சி, மார்ச் 9

எர்ணாகுளம் அருகேயுள்ள வதிரிக்கராவில் ஒரு 90 வயதுக்கிழவி வோட்டுச் சாவடி ஒன்றில் இன்று மாண்டு போனாள்.

வோட்டுப்போட வேண்டும் என்ற ஆசையால் மகனைப் பிடித்தவாறு வீட்டில் இருந்து தள்ளாடி நடந்து வந்தாள், கதீஜா என்ற அந்த மாது. வோட்டுச் சாவடியையடைந்ததும் சோர்ந்து விழுந்துவிட்டாள். மூச்சு நிற்குமுன் எந்தச் சின்னத்திற்கு த்தனது வோட்டு என்பதையும் மெல்லக் கூறிவிட்டாள். அவளது விருப்பப்படியே பசு-கன்று சின்னத்திற்கு வோட்டுப் பதிவு செய்யப்பட்டது. ஆவியும் பிரிந்தது.

பாடம் 24

கேரளாவில் மாறுதல்கள்

புது காங்கிரஸ் கட்சியைச் சார்ந்த ஐவரும் வலது கம்யூனிஸ்ட் கட்சியினர் இருவரும் கேரளாவில் அச்சுதமேனன் மந்திரிசபையில் சேர்ந்துள்ளனர். இதற்கு முன் அச்சுதமேனன் தவிர மூன்று வலது கம்யூனிஸ்டுகள் மந்திரிகளாக இருந்தனர். அந்த மூவரும் விலகிவிட்டனர். அவர்களுக்குப் பதில் எம். என். கோவிந்தன் நாயரும், டி. வி. தாமஸும் சேர்ந்துள்ளனர். இவர்கள் மீது விசாரணையில் இருந்துவந்த ஊழல் புகார்கள் ஆதாரமற்றவை என்று முல்லா கமிஷன் அறிவித்ததையடுத்து, அனுபவஸ்தர்களான அவர்களைப் பதவிப் பொறுப்பில் அமர்த்துவது தார்மீகக் கடமை என்று முதலமைச்சர் கருதியிருக்கிறார். புது காங்கிரஸ் சார்பில் ஐந்து மந்திரிகள் இடம் பெற்றுள்ளனர். ஒரு காங்கிரஸ் முஸ்லீமை மந்திரியாக்கப் பெரு முயற்சி நடைபெற்றது. ஆனால், அதற்கு இடம் கொடுத்தால் லீக் கட்சியின் பொல்லாப்பு வரலாம் என்று நினைத்து அந்தயோசனையைக் கைவிட்டுவிட்டதாகத் தோன்றுகிறது. ஆர். எஸ். பி. கட்சியினர் இருவர் லீக் கட்சியினர் இருவர், பிரஜா சோஷலிஸ்ட் ஒருவர் மந்திரிசபையில் ஏற்கனவே இருக்கிறார்கள். புது அமைச்சரவையில் 13 பேர் இருக்கிறார்கள்.

பி. சோ. மந்திரி விஷயமாகவும் ஒரு தகராறு இருந்து வருகிறது. அக்கட்சி மந்திரிசபையிலிருந்து விலகிவிடவேண்டும் என்பது அகில இந்தியக் கட்சியின் கட்டளை. அதற்கு மாநில கட்சி உடன்படவில்லை. அசெம்பிளியில் அக்கட்சியினர் மூவர் உள்ளனர். அவர்களில் ஒருவர் இப்பொழுது மந்திரியாக உள்ள பாலகிருஷ்ணன். அவர் விலகிக் கொண்டு தமக்கு இடம் தரவேண்டுமென்று அக்கட்சித்தலைவர் ஆற்றிங்கல் கோபால பிள்ளை கேட்டார். மூன்றுவது மெம்பராகிய குட்டப்பன் பாலகிருஷ்ணனை ஆதரிப்பவர். கட்சியினர் யார் மந்திரியாக இருப்பது என்ற விஷயமாக பி. சோ. மாநில சபை பிளவு

பட்டுள்ளது. பி. பாலகிருஷ்ணனை நீக்கிவிட்டு கோபால பிள்ளையை நியமிக்க வேண்டுமென்பது ஒரு சாரார் கோரிக்கை. தாம் ராஜினுமா செய்யப் போவதில்லை என்று பாலகிருஷ்ணன் அறிவித்துவிட்டார். இந்த விவகாரம் எப்படி முடிவாகும் என்று தெரியவில்லை.

மந்திரிசபையை ஆதரிக்கும் கட்சிகளின் பலம் 69. எதிர் கட்சிகளின் பலம் 64. எதிர்க் கட்சி எம். எல். ஏ. வாக இருந்த முண்டசேரி கொச்சி பல்கலைக்கழகத்துணைவேந்தராக நியமனம் பெற்றுள்ளது சர்க்காருக்கு இப்போதைக்கு சாதகமான நிலை மையே. ஆனால், அவரது நியமனத்தை புது காங்கிரஸ் கட்சியினர் ஆறுபேர் எதிர்த்துக் கிளர்ச்சி செய்கின்றனர். அவர்கள் திசை மாருமலிருக்கும்வரை மந்திரி சபைக்குப்பயமில்லை.

கேரள அசெம்பிளியில் புது காங்கிரஸ்தான பெரிய கட்சி. எனவே இக்கட்சியினர் முதல்வராக இருப்பதுதான் முறை ஆனால், தாம் பொறுப்பேற்று அமைக்கும் மந்திரிசபையில் கம்யூனிஸ்டுகளையும். முஸ்லீம் லீகர்களையும் சேர்த்துக் கொள்வதற்கு அவர்களது மனச்சாட்சி இன்றும் இடம் கொடுக்கவில்லை போலும்! ஆகையால்தான் வலது கம்யூனிஸ்ட் முதல்வர் மந்திரி சபையை அமைக்கும்படி விட்டு, அதில் கணிசமான இடம் பெறுவது அவ்வளவு ஆட்சேபகரமானதல்ல என்று அவர்கள் நினைத்தார்கள் போலும் !

..........தலையங்கம்

தினமணி நாளிதழ்

மதுரை 1971 செப். 26

ஞாயிற்றுக்கிழமை